



ROYAL HIGH SCHOOL
BATH
GDST

GIFTED, TALENTED AND HIGHLY MOTIVATED [EMMA HILLIAM/CLAIRE LILLEY] 2021-22

Subject to the need for Social Distancing and the need on occasions for GHM or Blended Learning, the intention is to continue the GTHM programmes.

Applicable to: All staff, students and parents

Aims:

- At the Royal High School, we seek to ensure that every student realises her academic potential to the full. This is set out in our school aims. We do not believe in achieving this by merely instructing or conveying facts to students, but rather by offering challenging, vibrant and exciting lessons put across by passionate, learned and dynamic teachers.
- Implementation of this policy is designed to create an inspiring learning environment that all our students will respond to, and provide real stimulus, especially for students who are identified as gifted, talented or highly motivated.
- This enables us to provide a differentiated learning environment and ensure each student knows that every aspect of her contribution to the school is valued.
- We wish to ensure that the creative, social, spiritual and intellectual development of the whole child is nurtured.
- This policy is to be read in conjunction with the Senior School Academic extension programme (Aspire) the Prep School Assessment policy, Senior School Assessment Policy and the whole school SEND policy.
- The Head of Academic Extension liaises with the Deputy Head (Academic) and the Head of the Prep School re this policy.

Philosophy:

Growth Mindset

We aim to provide stimulating learning environments which will benefit all the students. Recent work on motivation and achievement suggests that if it is assumed by students that intelligence is fixed; then they seek out relatively simple tasks that validate their intelligence and avoid tasks that are challenging for fear of the risk of failing. Students, however, who subscribe to the belief that intelligence is gained through effort and experience do not mind failing in learning situations because the failure is not a reflection of any innate fixed ability, but rather a particular learning strategy that has gone wrong which therefore needs reviewing. Research has shown that the latter students become better, more successful learners. All students are invited to a selection of events designed to stretch and challenge, additionally students may apply in Year 9 for the ASPIRE programme which seeks to provide additional stretch and challenge in off-timetable sessions led by the Head Academic Extension and in the Prep School are provided with appropriate extension opportunities.

Identification:

Gifted: Students who across the board show exceptional academic ability

Talented: Students who are identified as having exceptional strengths in a particular area

Highly Motivated: Students who show exceptional dedication and intellectual curiosity in a particular area

Students may be identified as gifted, talented or highly motivated through a range of methods; we recognise that no one measure is subtle enough to recognise all the aptitudes and talents that our students possess. Students who are given scholarships, score very highly in the entrance exam or achieve a standardised InCAS/MIDYIS score of 130 and above will automatically be flagged up to all teachers as being gifted academically. In addition to this in the senior school teachers are made aware of students with a score of 126 or above to help them provide challenge for these students. In the Regular analysis of data by the Assistant Head (Curriculum) keeps this list up to date and helps HODs to monitor progress. In the 6th form GCSE results are used.

In the Senior School subject teachers and heads of department have a duty to identify those with particular talents in their subjects using the criteria explained in their departmental handbooks. In the Prep School class teachers and specialist teacher to identify particular talents. These may include criteria devised by the department as well as other indicators such as high grades in music exams or county/national representation in sport. Extra-Curricular records of achievement for all pupils will be kept in the departmental areas of the Heads of Department folder or in the Prep School subject folders.

In addition to identifying gifted and talented students Heads of Department/Prep class teachers will also identify and record students who are highly motivated in their subject, students who show a deep interest and sympathy for their learning in this area. Details of subject-specific criteria and lists of students identified are kept in the departmental areas of the Heads of Department folder/Prep School year group folder and are updated, shared and discussed in departmental and Heads of Department meetings and in Prep School progress meetings.

Implementation:

At RHSB we focus on creating opportunities for challenge and engagement both inside and outside the classroom. We do this in a variety of ways.

1) Creating opportunities within our Schemes of Work to stretch and challenge all students. This can be done in a variety of ways:

- Through questioning – using Bloom’s taxonomy to encourage higher order thinking
- Extension tasks – theoretical and practical
- Stretch and Challenge questions in classroom displays
- Project work
- Mystery and odd-one-out activities
- Modelling and stimulation
- CAME in KS3 Maths
- Ensuring up-to-date records of G&T and Highly Motivated students

We encourage our teachers in their lessons: to take a problem-posing as well as problem-solving approach; to encourage students to move from easy-to-grasp to harder-to grasp concepts; to avoid repetition and excessive note taking; to encourage the students to make connections between different subject areas; to encourage questioning as part of everyday learning; and to stimulate thinking and creative problem-solving. All of this is designed to encourage independent learning by all students.

Where a student is identified as gifted, talented or highly motivated, teachers will, when possible, plan open-ended, additional or alternative activities to ensure that sufficient stretch and challenge is provided for these students. Opportunities for differentiation will be highlighted on lesson plans. It is, however, our stated aim that all students should strive to develop a growth mind set through challenge, therefore such activities are made available to any student who wishes to stretch themselves at the appropriate level.

2) Providing Co-Curricular Opportunities

We aim to create an environment where students are encouraged to be involved with as many areas of interest as possible. We encourage them: to take part in challenges such as Maths Challenge and Language competitions; to take intellectual risks by entering public debates; to embrace new areas of study such as Mandarin, Latin and Ancient Greek; to participate in learning a new skill, such as photography, ceramics or fencing; to participate in team building using the outdoors or the D of E Awards scheme. The variety of Musical and Drama opportunities allows students with a broad

range of talents to be stretched. Our Sports department provides a wide range of opportunities, striving to support and develop the talents of all.

Aspire is a dedicated Senior School programme for high achievers. Students identified by the means described previously are invited to join the group at the start of Year 9, or on joining the school for students joining after Year 9. The programme aim is to help highly able students to become more confident at examining and discussing challenging contemporary issues, and to apply their knowledge of the world to specific challenges in ways that develop the analytical thinking skills that appeal, in particular, to leading universities such as Oxford and Cambridge. In addition to the Aspire Group, further opportunities are opened to a wider variety of students: for example visiting speakers, school trips, competitions and masterclasses. The Head of Academic Extension will work with the Heads of Department, including the Head of Careers, to seek to find enriching opportunities for identified students across a range of academic interests. Off-timetable academic enrichment opportunity days are also regularly added to the school calendar. The Prep School 'Be inspired' programme is an opportunity for gifted, talented or highly motivated students to select an area of strength and be stretched further. A register of relevant students with particular skills is created and differentiation provided in classroom teaching as appropriate.

In addition to the dedicated programme sessions there are a number of events and opportunities are publicised under the Aspire banner which are designed to develop all students' academic interests and intellectual curiosity (e.g., the Greek Symposium). The Senior School has a series of post-4.00 p.m. lectures. Many of these are open to all students, where there is a limited number of spaces available subject teachers, and the Head of Academic Extension will identify students who will particularly benefit from the experience to be invited in the first instance.

3) Positive Learning Environment

We recognise that students engage in their learning where they are praised and encouraged. Please see our Rewards and Sanctions Policies.

Not only do we praise when they perform well, but we especially do so when the students exert effort, take intellectual risks, seek out new challenges, or try out novel strategies in the face of setbacks. At the Senior School this is achieved through the use of merits, Head of Year and Head's Commendations. The Prep School reward the students with house points, Superstar certificates and, of course, our Learning to Learn agenda. We recognise that hard work underpins all exceptional performances, and we strive to motivate all the students to persevere.

Ultimately our success in providing a challenging environment in which all students are fully engaged in a broad range of learning activities is measured by our students' commitment, interest and enthusiasm.

4) Additional strategies to consider

- a) The student moves through levels or sections of the curriculum at a faster rate than her contemporaries. In the 6th Form a choice of A levels + Enrichment or the IB Diploma is made available to the students for those who may wish to specialise in a specific area or retain a broad portfolio of enquiry.
- b) Early entry into another age group - to be used only in the last resort
- c) Subject acceleration - joining older students for a particular subject
- d) Co-curricular Activities - enrichment clubs within or outside school, and other activities with vertical groupings including sports teams, theatre / museum visits etc., e. Links with Senior Department for support, research using ICT.
- e) Self-paced/ self-organised projects culminating in the opportunity to take the EPQ or Extended Essay for GCE examinations or IB students respectively.
- f) Ability / cluster groupings - the benefits of setting vs mixed ability
- g) Special opportunities - competitions, festivals, galas
- h) Use of resources provided for support of such programmes e.g., partnerships with other schools, Academy Conferences, Future Problem Solving Programme UK.

The role of the teacher with support from the Special Educational Needs & Disability Coordinator (SENDCo):

As a class/subject teacher it is essential to differentiate effectively to ensure that every student realises her academic potential to the full. This will help motivate, stretch and improve a student's self-esteem.

METHODS OF DIFFERENTIATION	
Differentiation by task	The setting of different tasks at different levels of difficulty suitable for different levels of achievement.
Differentiation through questioning	In using a variety of types of question teachers will ensure that an appropriate level of challenge is maintained for all students in explanations and discussions of content.
Differentiation by rate of progress	Students' progress through tasks at their own speed and there is a flexible use of classroom time
Differentiation by extension	Students are offered further reading to develop their knowledge and understanding of a subject. Age-appropriate examples of these are given in the termly calendar distributed to all pupils.
Differentiated homework	Providing greater challenges to stretch and stimulate the gifted, talented or highly motivated child
Differentiation by support	The level of support is less and/or different from the teacher or teaching assistant
Differentiation by outcome	The setting of common tasks which can be responded to in a positive way by all students but which elicits different levels of achievement

The SENDCo is the named co-ordinator with responsibility for coordinating and monitoring progress of students who have significantly greater difficulty in learning than the majority of students the same age or who may have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in school., see also the SEND policy.

Gifted, talented and highly motivated students may appear on the Special Educational Needs/Disabled (SEND) register under one or more of the four areas of need – Communication & Interaction, Cognition and Learning, Social, Mental & Emotional Health and Sensory &/or Physical Impairment. However, high ability does not constitute a special educational need. A student's special need or disability may prevent or hinder them from making use of educational facilities and opportunities, for example a sensory impairment or a long-term health condition. Gifted, talented and highly motivated students who have the potential to achieve but do not regularly demonstrate high achievement will be monitored. Understanding the behaviour and recognising the characteristics of underachievers is essential if such students are to be identified and challenged. Information about the student will be discussed with the Head of Academic Extension as well as quantitative data including the results of National Curriculum assessments, public examinations and other available test data such as standardised ability tests. Other data could include music, art and sporting assessments. Qualitative information including teacher assessment, student observation, the scrutiny of students' work, and student/parental voice will inform the SENDCo if the student should be placed on the SEND register.

For these students, the SENDCo is responsible for ensuring use of our 'best endeavours' by seeking educational or training provision that is additional to, or different from, that made generally for others of the same age to ensure they experience high-quality, differentiated teaching and personalisation and to ensure 'the best possible educational and other outcomes' (C & F Act 2014 s.19 (d)).

The Process for Review and Development

Implementation of a policy for Gifted, Talented and Highly Motivated students requires regular monitoring and development though:

- Prep School Deputy Heads/Heads of Department will regularly review their provision for GT&HM students in their schemes of work and discuss progress of identified students in departmental meetings.
- Assessment is used, as detailed in the Assessment and Tracking Policy, in conjunction with reporting to form a holistic picture of how far the needs of students identified as GT&HM are being met.
- The Co-Curricular activity programme will be regularly reviewed to ensure that sufficient opportunities are being offered to allow students to develop their aptitudes and interests.
- In-service training opportunities are identified and promoted to keep staff aware of the latest thinking and techniques in this area.
- Regular appraisal of setting and assessment procedures

Reviewed: August 2021

Next Review: June 2022

