

**Date of approval by governors' committee:**

10<sup>th</sup> January 2019 (tbc)

**Next review date:**

Spring 2020

**Author of Policy:**

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## Exceptionally Able and Talented Policy

### Rationale

Following recent academic research linked to growth mindsets that there is 'room at the top' for more challenging work for **all** students rather than targeting purely "Gifted & Talented or G&T" students, BSA has decided to embark on the High Performance Learning (HPL) journey. We have made the conscious decision to target not just the highest achievers but most if not all with more challenging extension work. We are raising the level and provision of advanced learning, challenge, opportunity and guidance for our students. We endeavour to create activities through deliberate, frequent, regular practice of advanced thinking skills (ACPs) and appropriate learner behaviours (VAAs) linked to the HPL philosophy. We believe that we owe it to our students to enable as many as possible to go as far as possible, thus lifting the lid on learning at the top.

### What we do

However, BSA is still in the early transition stage between the more traditional "G&T" provision and fully embedding HPL. We also do recognise that a very small percentage of our students will continue to be Exceptionally Able and Talented i.e. outside the normal range.

We use CEM data to help identify them along with teachers' professional judgment. Our Exceptionally able and Talented students are identified within each school.

These students are pushed even further in lessons with for example extension activities and also special provision is given outside of lessons for these students. Externally we partner and collaborate with other international schools in Alexandria and also British International Schools in Cairo to put on special shared curriculum and challenge days. Additionally we have entered our Exceptionally Able and Talented students into a range of BSME and COBIS competitions.

It is also important to track progress of Exceptionally Able Students as if work is insufficiently challenging they can become demotivated and not achieve to the level they are capable of.

At the BSA we use a range of activities to stretch and challenge the students. These include:

- create presentations for the class

- research using the Day website
- newspaper pieces
- essay/extended pieces of writing
- Creating video pieces
- Leading fieldwork
- Bloom's higher order questions utilising their analytical, evaluation and creativity skills.
  
- Debates e.g. The Model United Nations and the BSME Debating conferences
- Helping to organize trips
- Public speaking
- Assemblies
- Becoming a student leaders

### **Common characteristics of Exceptionally Able and Talented pupils:**

1. question readily
2. persevere when motivated
3. think divergently
4. synthesise
5. communicate fluently
6. analyse
7. show creativity
8. engage with complexity
9. perceive patterns
10. grasp new ideas rapidly
11. take risks
12. spot logicalities or inconsistencies
13. make links
14. may underachieve

Classroom strategies		
Teaching Strategies	Communication Strategies	Behaviour strategies
<ol style="list-style-type: none"> <li>1. Provide opportunities to stretch and challenge these children through differentiation. It is important to plan for their needs (extension tasks).</li> <li>2. Use open ended questioning to help</li> </ol>	<ol style="list-style-type: none"> <li>1. They may be shy or perceive that the teacher is always busy, ensure they feel confident in asking questions to develop their learning.</li> <li>2. Provide time for G&amp;T students as you would for a less able child.</li> </ol>	<ol style="list-style-type: none"> <li>1. They may conform to their year group as they may loath being different, you will notice when they have completed a task they may not tell the teacher as they do not want to be praised and challenged.</li> </ol>

<p>develop their thinking skills (Blooms Taxonomy).</p> <ol style="list-style-type: none"><li>3. Try to be 'the facilitator' in their learning rather than 'the expert'.</li><li>4. Provide a student centered curriculum, allowing them to decide how they would like to progress in their learning.</li></ol>		<ol style="list-style-type: none"><li>2. Can be confrontational in lessons, it is important to teach them an acceptable way to debate ideas with peers and teachers.</li></ol>
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