BEDFORD SCHOOL

More Able, Gifted and Talented Policy

Policy number	US018 / ISI 02a
Applies to	Upper School
Endorsed by	Head Master
Responsibility	Head Master
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Next review	September 2021

Providing for every boy in the School to develop to his full potential is central to the ethos of Bedford School. As in any school, there is a breadth of abilities and special educational needs amongst all boys and catering for these different requirements can be challenging and time consuming. However, there is much that is already being done and can further be developed to sustain what is already a challenging learning environment for the able student.

A gifted student is best described as a student who is academically proficient in a variety of subjects within the normal school curriculum.

The gifted are those who display high levels of:

- Analytical ability – analyse the problem, define the nature of the problem, evaluate the options and determine a strategy to solve the problem;
- Creative ability – able to generate solutions to problems;
- Practical ability – able to implement the options for solving the problem and make them work.

Talented students are those who have a high level of skill or proficiency in subjects such as PE, Art, Music, Drama, Design and Technology. Provision for these students will normally be covered within the specific area of expertise and are therefore not covered here.

Clearly the identification of an individual as gifted should not be merely defined by a numerical qualification and requires some teacher recognition. It is, of course, imperative that all boys in a teacher's class are catered for appropriately. Staff should be aware, however, of those boys in their classes who have been identified as Gifted, and to differentiate for those boys in terms of their teaching practice.

A Gifted Student May:

- Be inquisitive and imaginative about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient details)
- Ask many questions suggesting they are willing to hypothesise and speculate
- They may read widely. In science – this could also be in science fiction. They may enjoy researching obscure facts and applying what they have learnt in class to these new examples.
- Be a member of subject specific clubs or activities. Routinely discuss areas of the subject with other gifted students.To provide feedback to parents, tutors and housemasters.
- Use different strategies to finding things out – they may miss out steps when reasoning the answers to problems
- Spot patterns easily
- Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- Strive for maximum accuracy in measurements of all sorts

- Make connections (cross curricular) quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Think abstractly at an earlier age than usual
- Be easily bored by over-repetition of basic ideas
- Enjoy problem solving and challenges while often being self critical. They may also learn to challenge the views of others, even their teacher's.
- Enjoy talking to the teacher about new information or ideas
- Show intense interest in one aspect of a subject to the exclusion of others

How to Challenge a Gifted Student:

- Giving open ended activities especially where creativity is involved, Encouraging work outside of the classroom. Encourage a supportive positive environment where the student always feels able to ask questions.
- Acceleration (consequences for future years?) allowing investigation or projects to be amended so as to be more challenging.
- Encourage discussion and suggest further reading/examples. Where possible ask students to research examples where original concepts are applied in a more subtle way requiring more careful discussion.Be a member of subject specific clubs or activities. Routinely discuss areas of the subject with other gifted students.To provide feedback to parents, tutors and housemasters.
- Encourage open discussion and help students to set up debates and invite external speakers.Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- Acceleration (consequences for future years?) Ask them to think of examples where their methods are stronger/weaker than the standard version.
- Allowing investigation or projects to be amended so as to be more challenging. Give supporting data before the lesson before the concepts have been taught and allow them to present their findings (verbally) to others/yourself.
- Encourage speculation and detailed answering techniques. Record valuable contributions in your mark book?
- Set target levels that are normally expected by good technique and reward for higher levels of accuracy.
- Drawing on a wider breadth of knowledge. Collaborate across the curriculum where there are cross-over topics and encourage students to go off topic. Set discursive essays.

- Encourage speculation. Give thought experiments. Ask students to apply what they know in an unfamiliar context.

- Giving open ended activities especially where creativity is involved. (See question prompts below). Allowing investigation or projects to be amended so as to be more challenging

- Encourage and support boys. Remind them that their contributions are above what is expected of them. Allow them to come to enjoy the feeling of being stuck and help them to overcome it. Encourage critical thinking in everyone and allow boys to find fault in your own arguments.

- Challenge pupils to provide the explanations and connections to answers. Encourage class discussions even if they are red herrings. Mentor students with older students/each other to relieve some of the burden. Make an "I always wondered why…?" box to be opened at the end of term. Challenge the students to answer each other's questions.Giving open ended activities especially where creativity is involved. (See question prompts below). Allowing investigation or projects to be amended so as to be more challenging.

- Encourage them to use their knowledge/principles out of their original contexts and link back to the examples in the curriculum. Within this topic encourage a higher level of skill than is normally required.

However…when designing extension activities, giving a gifted student insufficient time to research or asking them to complete a task for which they do not have the skills will leave them feeling frustrated and unhappy.

How to Monitor Gifted Students:

- Provide activities for them within the scheme of work. Come to understand what is their normal working level and where they have abilities they are not stretching

- Observe lessons in other subject areas in which your own students are also gifted

- Discuss their progress regularly with the student

- Spend an extended amount of time marking their written work to provide support and give further questions for thought.

Provision within the scheme of work:

- Differentiation of classroom work with open ended questions, areas for further thought, thought experiments, wider reading, unfamiliar contexts.

- Encourage students to create their own questions

- Encourage higher level cognitive skills. Build modes, thought experiments, create mind maps, convert information from one format to another

- Extension by going deeper into the subject material, providing deeper conceptual models
- Enrichment using different contexts, developing different skills such as communication, numeracy, ICT, interpersonal
- Acceleration by moving the curriculum on faster and choosing more extension activities to fill the gaps.
- Alternate between *concept* led approach: start with scientific concepts and then explore everyday uses/contexts in which the concept is applicable and *context* led approach: start with everyday contexts and then show how scientific concepts are applied to them

Questioning Gifted Students Through Bloom's Taxonomy:

1. Knowledge
    - *Remembering*
        - Define/Recall/Describe/Label/Identify/Match
            - Describe/What is the name for/What is the best one/Where would you find/What are we looking for/Where is this set?
            - list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

2. Comprehension
    - *Understanding*
        - Explain/Translate/Illustrate/Summarise/Extend
            - How do you think/Why do you think/Explain what… does/What are the key features/ What happens when/Explain your model/What might this mean?
            - summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

3. Application
    - *Applying*
        - Apply to new situations/Demonstrate/Predict/Employ/Solve/Use
            - What shape of graph are you expecting/what do you think will happen and why/where else might this be useful/how can you use this to do that/can you apply what you now know to solve…/what does this suggest to you/how does the writer do this?
            - apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

4. Analysis
    - *Analysing*
        - Analyse/Infer/Relate/Support/Break down/Differentiate/Explore

- Separate/What is the function of/What assumptions are being made/What is the evidence/State the point of view/Make a distinction/What is this really saying/What does this symbolise
- analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

5. Synthesis
    - *Creating*
        - Design/Create/Compose/Reorganise/Combine
            - Propose an alternative/What conclusion can you draw/how else would you/state a rule/how do the writers differ in their response to…?
            - combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

6. Evaluation
    - *Evaluating*
        - Assess/Evaluate/Appraise/Defend/Justify
            - Which is more important/moral/logical / What are the inconsistencies/What errors are there/Why is … valid/How can you defend/Why is the order important/Why does it change?
            - assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

In familiar concrete situations 1 – 4 constitute lower level thinking skills. In unfamiliar abstract situations 3 – 6 constitute higher level thinking skills.

Providing Extension Through Differentiation:

- Coloured worksheets
- Develop departmental resources so that there are always a range of questions to be used
- Divide questions into sections “Must do”, “Should do” and “Could do”.
- Aim not to give students the reward of more questions if they work quickly and well. Have an area of the classroom where they can be stimulated by special resources.
- Suggest they work in a group to plan a single revision lesson/introductory lesson they will teach to the rest of the class.
- Allow them to develop departmental noticeboards/ Firefly resources

Providing Extension Activities Within Prep:

- Encourage wide reading.

- Ask them to evaluate the quality of the information in a topic you are studying that they can find on the internet or via the Library research engines

- Find ten interesting factoids that are specific to the topic.

- Make the final question open ended.

- Ask them to present the information in an unusual format e.g. newspaper article, "how would it feel to be", a day in the life of…, PowerPoint presentation, wall display, quiz questions,

- Write a five-mark question where 2 marks are available to everyone in this class, 2 marks will require everyone to think, 1 mark is tough but do-able.

Three Profiles of a Gifted Student:

1. Academically - The filing cabinet

   Your standard A* candidate. A pleasure to teach. Lovely neat files. Thorough prep. Doesn't miss deadlines. Motivated. Responsible.

2. Cognitively able – School work is boring

   Not interested in learning facts. Keen to do the minimum amount of work. Frustrating to teach. Their interest needs to be nurtured. They need inspiration and motivation. They often have a varied programme of extracurricular activities which they prefer. Use these as a way to spark conversation and engage their conversation.

3. Charismatic - The people person

   Highly successful in group work. Can gel groups together. Might enjoy being placed with challenging peers. Have a good knowledge base. Should be allowed to feel proud of their achievements within a group even if they have not spent as long actually "doing".

Gifted superteam – consists of one of each of these.