



HAMILTON
International School

**GIFTED &
TALENTED
POLICY**

23-24 AY

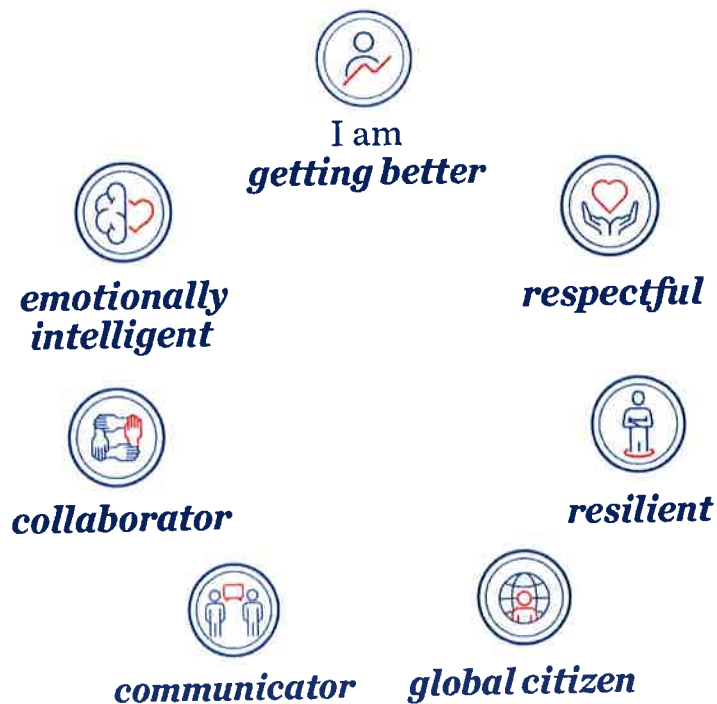
Vision

**Igniting
passi♥n, purp🎯se
and p🗝ential**

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



Definition of Learning

Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.

Document Control Table

Status	Live Shared with whole community	
Date Approved	27 August 2023	
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Linked Documents and Policies		
Version	Date	Comments

Rationale

We as a school pride ourselves on our inclusiveness. Hamilton values all students equally and supports the idea that each student should have the opportunity to realize his/her potential, in a challenging and supportive environment. We strive to meet the needs of all our students at every level and we recognize that children develop at an individual pace. At Hamilton, we acknowledge that a percentage of our students exceed the expected level, and we believe that should be celebrated. We want to enable these students to achieve the greatest possible progress and recognize the value and importance of identifying their achievements and success.

Definition of Gifted and Talented

'Gifted' are those students who can excel academically in one or more subjects in the core school curriculum other than the specialist subjects.

'Talented' are those students who have abilities in the specialist subjects such as art, design and technology, the performing arts, P.E., sport, leadership, or in an area of vocational skill.

Policy Statement

- To ensure that all gifted and talented students are challenged and supported to reach their maximum potential.
- To identify, record and celebrate gifted and talented students in our school, including those students who may have the potential, but currently underachieve.
- To increase awareness of the varying needs (both intellectual and social) of these students amongst staff and parents and provide relevant support
- To develop a range of appropriate strategies and programs to support our gifted and talented students within an ethos of high expectations.
- To provide enrichment and extension opportunities and to develop core competencies amongst our gifted and talented students.
- To support staff development through relevant training and resources.
- To support students in their social, moral, and emotional development.
- To ensure the accurate assessment and tracking of gifted and talented students on a regular basis so that focused interventions can be used to support progress.

- To develop links with other schools and agencies to help the development of these students.

Policy Guidelines

Identification

Children at Hamilton are continually assessed throughout the school. There is a wide range of identification strategies available to the teacher. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with dual or multiple exceptionalities, the class teacher should liaise closely with the Head of Department/Year Leader as assessments may need to be tailored to meet the specific needs of the child.

1. A range of strategies to identify exceptionally able students:

- Teacher observation and informal assessment.
- Annual standardized tests.
- Background knowledge.
- Parent nomination.
- Referral by other individuals, schools or organizations.
- Tracking and data analysis.

2. Criteria for assessment could include:

- Students with MAP results of 90% percentile or higher
- Students in the highest 5% of internal assessments
- Students who are exceeding expectations in any specialist subject/s, such as languages, sport, the arts, ICT etc.

Characteristics of Gifted and Talented

- Think quickly, accurately, and logically
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience, and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be articulate or verbally fluent for their age
- Be an outstanding reader
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in wide range of contexts
- Be particularly creative

- Show great sensitivity and empathy
- Demonstrate physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members.

Provision and Support

Catering for Students with Exceptional Ability

Students who meet the criteria for exceptionally able will be catered for within the classroom based on a differentiated program of work. The role of the teacher is vital in challenging the thinking of the gifted child. Work will be targeted to students' abilities and previous knowledge, skills and understanding.

Teachers should, as much as possible, provide an appropriate range of provisions within the classroom to support the learning and development of gifted children; however, by definition, this will not always be possible. It should be noted that gifted students can have learning difficulties or EAL issues which may also require help and support.

We adopt a variety of approaches at THIS. The method of provision chosen will depend on the age and individual needs of the students involved.

It may include:

- Differentiation: classwork, homework, questioning, etc.
- Opportunities: e.g. visiting experts, open-ended tasks, more searching questions, challenging dialogue, etc.
- Providing opportunities for problem solving and investigation in order to develop reasoning and thinking skills
- Teaching higher order thinking and problem-solving skills
- Providing opportunities for and supporting the development of independent research and study skills
- Providing challenges within specific subject areas
- Providing opportunities to 'take risks' in their learning
- Providing varied and flexible learning groups, especially enabling gifted students to work with others of like ability and having opportunities for independent study and research
- Developing meta-cognitive skills; reflection, self-evaluation, self-criticism, involvement in directing own learning, etc. In school
- Introduce elements of competition with peers and self
- Setting, acceleration, fast-tracking, curriculum compacting
- Working with older students, mentoring
- Offering a broad and balanced range of Extra Curricular clubs and activities
- Celebrating outstanding achievement

- Musical, drama and sporting opportunities
- Events and competitions
- Learning beyond the classroom, such as in the community.

Challenging the 'gifted' & 'talented' student could include:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting • Opportunities for creative and productive thinking.

Extending and enriching the curriculum could include:

- Visiting experts and using a range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Use of additional support, TA's, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Activities with other schools
- Consideration of the enrichment activities provided by outside associations and organizations.

Provision outside School

The most effective support the school can provide to parents of 'gifted' and 'talented' students is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- Subject specialists
- Visiting experts (local universities)
- Specialist clubs and societies
- Relevant External Associations

Monitoring, Assessment, and Evaluation

The teacher monitors and evaluates the G&T provision and progress made by students. The Leadership team monitors assessment data and implements actions accordingly. The Senior Leadership Team carries out regular appraisals focusing on challenges in the classroom setting. Work scrutiny, looking for learning and test results are analyzed, gaps are identified, and training is delivered.

Evaluation and monitoring arrangements enable us to continually review and seek to improve provision for all G&T students.

Student achievements will be monitored and evaluated. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging students to assess and review their own performance
- Recognizing out of school achievements
- Intervention activities to prevent underachievement of what they're capable of

A register of Gifted & Talented students in each year group will be maintained. The Senior Leadership Team, alongside the teaching staff will review and moderate the list, by monitoring their progress carefully.

Roles and Responsibilities

Teachers' roles:

- Ensure they are aware of the G&T students in their class and their individual learning needs
- Monitor and track the progress of the G&T student
- Put in place appropriate interventions, both academic and pastoral, for G&T students
- Ensure that appropriately challenging academic targets are set for G&T students
- Provide appropriate provision for G&T students within the classroom, ensuring stretch and challenge
- Provide opportunities for problem solving and investigation in order to develop reasoning and thinking skills
- Set homework that is appropriately challenging

Leadership Team:

- Create a database of G&T children, drawing upon all the different forms of identification
- Coordinate the provision of enrichment opportunities for G&T students
- Develop the subject curriculum and scheme of work to provide for opportunities for G&T students to be challenged appropriately
- Ensure all teaching staff are fully aware of G&T students individual learning needs • Building aspiration amongst G&T students to enable them to aim for academic excellence.

Principal:

- The principal has overall responsibility for the strategic and operational implements of the policy across the whole school
- He ensures that the policy fully supports the school's strategic priorities and, with periodic review and fine-tuning, provides a clear roadmap for continuing school improvement, and embodies best international practice.

Parents roles:

- Ensures the school is aware of any achievements of their children outside of school that may indicate G&T
- Meet with the relevant member/s of staff to discuss the G&T provision for their child and provide support for such as far as they are able.

Appendix – Referral Form




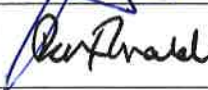



Gifted & Talented Referral Record

Student	
Grade	
Name of referrer (parent / self / teacher)	
Date of referral	
Language	
Nationality	

Gender		
Description of Gift / Talent		
Subject area	<input type="checkbox"/> Curricular <input type="checkbox"/> Non-Curricular	
Assessment details <i>(observation/test results etc.) *refer to G&T policy</i>		
Recommendations for support / provision		
Is behavior a concern? If yes, please give details		
Additional information from teachers / parents other than referrer		
Current support / intervention		

Impact:	
Student comment on his/her own talent and how he/she would like to excel	
Closing case notes:	

Reviewed and approved by

Name	Position	Signature	Date
Terry Senior	CEO/Principal		August 23
IAN RINALDI	HEAD OF PRIMARY		August 23
Breegeen Doherty	HEAD OF INCLUSION		August '23
Clayton Gough	Head of Secondary		August 23
Therese Bower	Head of Quality Assurance & Compliance		August 23