



GUILDFORD HIGH SCHOOL

5-11 Gifted and Talented Provision

Rationale

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different”, *Professor Deborah Eyre, 2001*

As part of our mission to provide a first class education to academically gifted girls, in all areas of school life, we have a high performance approach and provide opportunities for all pupils to excel. This is about making provision and opportunities that will stretch and challenge members of our community. “When predisposition collides with the opportunities that we provide, excellence occurs.” Professor Eyre, 2011.

At Guildford High School, we believe that all pupils are entitled to an education that will enable them to develop their full potential – intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a challenging curriculum for all our pupils. Within the national context the majority of pupils at GHS qualify as gifted and talented and we treat all pupils as if they have the potential to be considered as such. This is reflected in the pace and rigour of lessons and the opportunities for academic and extra-curricular enrichment that exist within the school. Nevertheless, lessons will take account of the different needs of individual pupils and appropriate differentiation and opportunities for extension work will form part of the normal planning routine for teachers.

It is important to recognise that gifted and talented pupils may not be those who score highly in tests and examinations. Indeed they may be underachieving for a variety of reasons such as; low self-esteem, frustration, lack of challenge, low teacher/parent expectations. They are a diverse group who may display one or more of the following characteristics:

- Think quickly and accurately, generating innovative solutions
- Can leap from the concrete to the abstract
- Have the ability to identify patterns and links
- Display curiosity and ask more questions
- Communicate ideas and opinions with exceptional maturity
- See issues from a range of perspectives, often with sensitivity
- Enjoy working independently
- May show dislike of repetition of concepts and routine tasks
- Demonstrate a creative approach – have original ideas
- Often reluctant to record things if they see no purpose in doing so
- May have a wider vocabulary
- May have passionate interests unrelated to school
- May prefer the company of older children and adults to their peers
- May have a devastating discernment of the weaknesses of other people including those in positions of authority, such as teachers

- Are often sensitive and can be lonely

This policy applies to all pupils in the school, including the EYFS setting and the Junior School. Guildford High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. The school seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information Policy, this document is available on the open access section of the school website and, on request, in hard copy from Reception. It should be read in conjunction with:

- Mission Statement, Aims and Ethos
- Curriculum Policy
- Equal Opportunities Policy
- Assessment Policy

This policy is reviewed annually by the Deputy Head (Academic) or as events or legislation require. The next date for review is April 2018.

Departments, as part of their regular use of MidYis and other assessment data, should discuss individuals who appear to be particularly gifted within their subject, and plan lessons accordingly.

Provision - Teaching

In the majority of lessons all pupils are taught within their Form group (Reception to Year 9) or their Option block (Years 10 – 13). However, setting occurs in Mathematics in the Junior School from Year 2 and in the Senior School from the first half term in Year 7. In the Junior School, setting also occurs from Year 4 in English and from Year 1 Spelling and challenge groups are provided in Modern Languages according to need. In the Senior School, setting occurs in Modern Languages from Year 8.

It is essential that staff ensure in their planning that appropriate challenges are provided for all pupils within their classes. Overall planning within departments should show evidence of such challenges. It is important to note that pupils moving at a faster pace than their peers may require different tasks rather than additional work to prevent them from becoming bored and over-burdened.

In Junior School teachers follow a 'Mastery & Greater Depth' approach. Mastery is when pupils show a greater level of understanding and apply learning independently. When working at greater depth learning is transferred and applied in different contexts & pupils can explain their understanding to others.

Teachers should consider such ideas as:

- Activities that allow the pupils to respond at their own level
- Enrichment activities that broaden a pupil's learning in a particular skill or area of knowledge
- An individual activity within a common theme which reflects a greater depth of understanding and higher level of attainment
- Opportunities for pupils to progress through their work at their own rate of learning

- The encouragement of creative thinking by asking open-ended and carefully directed questions

Provision - Co-Curricular Activities

We offer a wide range of co-curricular activities for our pupils. Some activities are based within departments, which can provide academic enrichment. A number of these give pupils the opportunities to carry out open-ended tasks such as essay competitions or presentations, or test pupils to apply their knowledge to solve challenging problems such as the Olympiads in Maths, Sciences and Modern Languages. The Key Stage 3 project requires all pupils to carry out research in their own time in order to produce an extended piece of work, and then to discuss their work with a member of staff in a viva format. This is a satisfying and fulfilling challenge for all pupils and allows the most able really to immerse themselves in a topic and to carry out sophisticated analysis and evaluation of their research evidence.

There is a wide range of sport, music, debating and drama based activities available, which allow talented pupils to participate and compete at local, regional and national levels. Within the extra-curricular programme in the Junior School, most terms, there are twenty groups run each week by invitation only for gifted and talented pupils; examples include: Music Maestros, Art Challenge, Gym Squad.

In the Senior School, the Extra-Curricular Fair at the beginning of the Michaelmas Term advertises to the girls what is on offer. The follow up discussions with Form Tutors encourage and confirm participation in appropriate activities. Participation in clubs is communicated to parents through record cards and reports, allowing parents to review the activities their daughters are involved in.

The pupils also have the opportunity to participate in educational visits and benefit from outside speakers and workshops in school, thus having their learning enhanced and enriched.