



GIFTED & TALENTED POLICY

Philosophy

At BSL we believe that gifted and talented pupils should not be set apart and treated as an elite group, but that they should be seen as the top end of the differentiation spectrum of ability.

Teaching rationale

In order to teach pupils that fall into this category, the teachers at BSL will use a variety of strategies for extending the most able academic pupils

- Set meaningful extension work;
- Deeper questioning by the teacher to provoke reflective thought on the part of the pupil, i.e. Why did you present it like this? Are there alternative ways of communicating your findings?
- Open ended and creative activities that provide pupils with opportunities to demonstrate their abilities.
- Provide philosophical questioning to promote wider thinking around the subject.

Increase the level of challenge

- Introduce ambiguity to a task that will require students to use deductive reasoning, inference and problem solving;
- Use more complex language. Provide extension words that pupils can find the meaning of and then use in their writing.
- Set time limits for completing a task.

Introduce deeper thinking

- Teachers won't allow 'easy' answers to questions. Pupils must give reasoned arguments for their choices;
- Request balanced arguments in writing tasks. Pupils should be challenged to present both sides of the debate in any writing where opinions are valid;
- Counter pupil's reasoning with alternative view points that will develop higher level reasoning.

Nurture and direct pupil's choice of reading and writing

- Introduce books that might not be on the standard reading list that challenge and extend their knowledge of literature;

- Provide extension activities to deepen the comprehension and extend their learning;
- Set strict limits on the number of words in a written task whilst still presenting a complete narrative;