



Gifted and Talented Policy

Rationale_

To ensure that all students are provided the necessary support to allow them to achieve academic success and reach their fullest potential as they progress through the Primary Years Programme of the International Baccalaureate, KS3 and I.G.C.S.E's and A Levels of the English National Curriculum and eventually the IB Diploma (from August 2014) while attending the British International School of Ukraine.

Mission_

At BISU, we recognise that all students are in different stages of intellectual, social, physical, and emotional development. To accommodate each students' individual learning style, we believe in inclusive teaching practices that promote the maximum possible development of talents and potential within a tolerant and caring community.

Gifted and Talented Policy for IB Students at BISU

BISU's Primary Section's IB continuum embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB and KS3/I.G.C.S.E and A Level teachers are expected to teach their students who are identified as being Gifted and/or Talented.

Gifted and/or Talented in the PYP - The PYP philosophy acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. When educationally appropriate, we provide an inclusive experience for children who are gifted and/or talented. We also acknowledge that in order to fulfill the requirements of an IEP, a student may require individualised instruction to reach their academic goals. Designated special education teachers are IB trained and participate in the collaborative planning process at each year level. The six transdisciplinary themes provide learning opportunities for each student at their level of understanding.

Principles of gifted and/or talented provisions

It is important that gifted and talented student's abilities be accepted, valued and fostered by teachers, parents, peers and the community. The school, parents and the teachers need to consider the provision of learning experiences, which broaden the student's knowledge and skills.

Definitions of giftedness and talent

Giftedness refers to a student's outstanding potential and ability in one or more domains, (e.g. intellectual, artistic or sensori-motor). For a child to be recognised as educationally gifted, they must have a psycho-education report that states that they are so, and that they have an intelligence quotient (IQ) of over 120.



Talent refers to outstanding performance in one or more fields of human activity. Talent emerges from ability as a consequence of the student's learning experience.

Gifted and/or Talented protocol

The identification of gifted and talented students is more about the conditions and context in which their performance is assessed than their achievement against pre-determined criteria. The school's inquiry focused curriculum, and differentiation within the classroom should acknowledge this. The SEN Department should ensure strategies to identify all gifted and talented students, and in particular, those who, for various reasons of disadvantage, may not be recognised are established.

If the school feels it is in the best interest of the student, the following identification procedures are as follows:

- A child is identified by the teacher, parent or member of staff.
- The teacher provides baseline assessments and/or supporting evidence, along with the teacher referral form for the SEN Department to review.
- The SEN Department may undertake observations and conduct in-house testing that is deemed necessary.
- Parents will be consulted and perhaps advised to seek psycho-educational testing.
- If necessary, design and implement an individualised education plan (IEP) and provide supplementary education assistance.

Acknowledgements

IB Publication: Special Educational Needs within the International Baccalaureate Programmes. (August 2010)

IB Publication: Candidates with Special Assessment Needs (March 2007)