



**John Colet School**

**Gifted Education Statement**

## Revision Schedule and Stakeholders

### **Revision Schedule**

<i>Date</i>	<i>Version No.</i>	<i>Changes</i>	<i>By:</i>
1/8/00	V1.0	New Document	Headmaster
1/6/05	V1.0	Review – no change	Headmaster
11/4/12	V2.0	Complete rewrite – streamlined. Changed from Policy to Statement	Headmaster

### **Stakeholders**

#### **Document Owner**

Headmaster

#### **Document Reviewers**

Board of Governors

Administration Manager

#### **Document Approval**

<i>Name</i>	<i>Version No.</i>	<i>Date</i>	<i>Approved?</i>
Board of Governors	1.0	15/7/05	Yes
Board of Governors	2.0	13/4/12	Yes

#### **Document Distribution**

Board of Studies

Employees

Parents

## ***Aim***

The chief objective of this policy is that each child receives the appropriate curriculum with the aim that they reach their full potential.

To this end the school acknowledges the availability of various instruments of **identification** including, as appropriate, IQ tests, off-level testing and parent, teacher, peer and self-nomination.

## ***Strategies***

**Whole school provision** includes those subjects and strategies which every student receives, with rare exceptions for special circumstances.

**Differentiated instruction** takes place within the classroom for each subject as appropriate to the level of the student.

**Grouping:** in particular areas students, or groups of students, are selected for extension beyond the standard curriculum.

## ***Grade Acceleration***

Students can be accelerated a full grade when parents, teachers and any other stakeholders in a child's education are convinced this is the best move academically, socially and emotionally for the student; and the student is desirous of this change. This process will include a trial period.

Grade acceleration is also dependent on the receiving class being able to take the student without undue disruption, and is accompanied by continuing monitoring of progress and counselling of the student.