

POLICY ON GIFTED AND TALENTED STUDENTS

Introduced: December 2015	Revised: March, 2021
Previous review : 2019	Next Review : March 2023
Implemented by: Principal	

DEFINITION:

Students with outstanding talent who perform or show potential for performing at remarkably high levels of accomplishment when compared with others of their age require services or activities that may not be provided to the majority of their class.

GIFTED:

The term giftedness refers to a student who is in possession and use of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability to a degree that places an individual at least among the top 10% of his or her age peers.' These domains will include intellectual, creative, social, physical abilities.

MORE ABLE

'More able' refers to 'Those students who has the potential to or who is working above age related expectations in academic subjects'.

TALENTED:

The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability to a degree that places them within at least the upper 10% of age peers who are or have been active in that field or fields.

POLICY:

Aim:

The aims of this policy are to promote good practice in identification, teaching, learning and management of students who are gifted and talented. In order to do this, Hartland will:

- Provide a structure to identify and monitor gifted and talented students.

Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121
Tel.: 0097125527527
School code: 90201 | Affiliation number: 6630051



مدرسة ديونز الدولية

رقم قطعة: ١٩, شعبية ٩, مصفح أبوظبي, ص ب : ٥١٢١
هاتف: ٠٠٩٧١٢٥٥٢٧٥٢٧
كود المدرسة : ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

- Promote a whole school approach to gifted and talented provision.
- Create a positive atmosphere wherein students can develop confidence and self-respect.
- Develop the whole child socially and intellectually.
- To empower students, staff and parents through specialist support, as appropriate

The objectives of this policy are to:

- Ensure that gifted and talented pupils have access to a broad, balanced and relevant curriculum, which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable.
- Enable all staff to take responsibility for identifying and supporting gifted and talented pupils, by providing them with relevant training.
- Encourage a parent partnership to support a joint learning approach at home and at school, by offering information sessions and individual meetings as required.

Roles and Responsibilities

The School Counsellor and Subject Leaders will:

- support and oversee identification and provision for the whole school and liaise with all members of the teaching staff, reporting to the senior leadership team.

Teachers will:

In line with the Teaching Standards and guidance from the UAE Schools inspection Framework, it is a whole school responsibility to cater for the needs of all students, regardless of ability. Therefore,

- Every teacher is responsible and accountable for all students and for the everyday provision of quality first teaching to ensure that students who are gifted and talented achieve their potential and are challenged appropriately and successfully in the classroom environment and beyond.
- Subject leaders are responsible for individual educational needs provision in their subject areas. Class teachers are responsible for this provision in their class.
- Teachers will ensure that the curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.
- Before meeting a new class, all staff should make themselves aware of those students in each of their classes who are on the Gifted and Talented register and communicate where possible with the previous teacher in order to ensure that progress continues and transition is smooth.



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- Participate effectively in the identification, assessment and referral process

Parents as Partners:

The school prides itself on the partnership it has with parents. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important for students who have learning support needs, including those who are gifted and talented, to have the support and encouragement of parents so that they can achieve success. The school considers parents as partners in the student's learning and encourages parents to view themselves as such.

Parents will always be kept informed about their child's learning and regular communication will take place. The school counselor is always available to meet with parents to discuss their child.

Parents will be fully informed and consulted regarding strategies that have worked in school and can be used at home.

Identification and Documentation

Identification could happen through a range of ways including:

- standardized assessments of cognitive ability (CAT4) the student should have scored high in at least 3 batteries.
- Above average score in internal and external standardised test (ASSET)
- Meetings and discussions with parents and subject teachers
- Referral or nomination by the teachers and school counselor.
- Student interest surveys, self-reports and student interviews
- International Benchmarking
- The identified students list is reviewed periodically. It is a working document and the students can be added or withdrawn following appropriate evidence.
- The subject leaders along with the counsellor will review the progress of the Gifted and talented students.

CURRICULUM MODIFICATION:

It is the school's policy to provide a broad, varied and balanced curriculum for all students, giving them a chance to thrive and to demonstrate skills and abilities that might not otherwise come to the fore.

The school curriculum provides ample scope for modification and allows teachers freedom to teach differentially.



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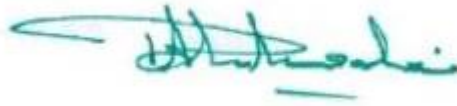
The curriculum promotes deeper thinking in age--appropriate topics and subjects and to focus on the quality of provision rather than the quantity, through effective differentiation in the classroom. The school curriculum also provides a wide range of extra and cross curricular activities for the G&T students to showcase their skills.

Opportunities are provided for Gifted and Talented students to showcase their abilities through:

- Independent Project based learning (PBL)
- School projects
- Productions, performances, exhibits
- Sporting events e.g. sports days, competitions
- Celebration assemblies
- Interschool, International competitions

Staff development

- Gifted and talented CPD will be provided by the School counsellor to all staff at the start of each academic year.
- All the staff will be trained to plan accelerated lesson plans for the G&T students.
- All staff will be advised on new additions and amendments to the gifted and talented policy. Relevant teachers will be advised regarding changes to the entries on the gifted and talented register.

Principal's Approval	
Revised Date:	March, 2021



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