




Gulf Indian High School, Dubai

GIHS GIFTED AND TALENTED POLICY



Approved & Adopted on:	01/04/2023	To be reviewed:	ANNUALLY
Reviewed By:	SCHOOL GOVERNING BODY.	Signed:	



Gulf Indian High School, Dubai

GIHS GIFTED AND TALENTED POLICY

What make a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.





INDEX

S. NO.	CONTENTS	PAGE NO.
1.	INTRODUCTION	3
2.	DEFINITIONS	4
3.	IDENTIFICATION OF MORE ABLE, GIFTED AND TALENTED	4
4.	ASSESSMENT METHODS	4
5.	PROVISION FOR ABLE GIFTED AND TALENTED	5
6.	PROCESS FOR REVIEW AND DEVELOPMENT	5



GIFTED AND TALENTED POLICY



INTRODUCTION

At Gulf Indian High School we are committed to ensuring all students are challenged and motivated to realize their own potential. This policy is an integral part of the School's broader development, to maximize inclusion of educational opportunity, for all students and clearly outlines our commitment to providing an environment which challenges all abilities as well as the more Able. We aim to create an ethos where high, personal achievement and success is valued and celebrated by all. In addition, ensuring that all students are recognized for their individual abilities with a specific focus to identify and support specific Gifted and Talented behaviour demonstrated within specific subject areas. As a school, it is essential that we create provision which challenges and develops student's individually through personalized learning and provides them with further opportunities to succeed.

AIM

- To develop appropriate methods for identifying Gifted and Talented students.
- To nurture the personal, social and intellectual development of all students, ensuring equality of opportunity, enabling each student to reach their potential
- To support teachers to develop a wide range of approaches to teaching and learning which engage, extend and challenge Able, Gifted and Talented students.
- To inform staff, parents and students of how we, as a school, meet the needs of Able, Gifted and Talented students.
- To provide supportive academic and pastoral systems to meet the needs of Able, Gifted and Talented students.
- To monitor the progress of Able, Gifted and Talented students and evaluate the impact of Able, Gifted and Talented provision.
- To provide opportunities for students to work together.
- To provide educational experiences which are challenging, stimulating, worthwhile and enjoyable.
- To make provision for these students within the normal class room teaching.



- To provide enrichment or extension activities to further promote their skills and Talents.

DEFINITIONS

- **More Able Students** are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and sports. They have the capacity for or demonstrate high level of performance in an academic area. This also includes students who display outstanding leadership and or social skills.
- The term **giftedness** refers to '**a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.**' These domains will include intellectual, creative, social, physical abilities.
- 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.

IDENTIFICATION OF THE MORE ABLE, GIFTED AND TALENTED

The identification of the Gifted and Talented students is a process in which the whole teaching and support staff are involved, along with parents, carers, and the students themselves.

Identification is based on ability not on achievement. Some students can underachieve for various reasons such as peer pressure, behaviour problems, special educational needs or reluctance to learning. All staffs are required to be aware of this and look for hidden Talents. Both qualitative and quantitative information can be used for identification purposes.

Identification is usually made by

- Teacher nomination
- Test results/teacher assessments
- students work
- Information from Parents
- Peer/self-nomination
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)
- Screening Checklists

Assessment methods



- Teacher observation
- GL assessment
- ASSET
- CAT4

Teaching and learning support for MORE ABLE, GIFTED & TALENTED

- The identification of students with special gifts and talents is not be viewed as an isolated activity. It is the essential first stage of a continuum of provision where our school provides appropriate and Advanced learning programs. The following are key aspects of how our education programs are personalized for students with Able, Gifts and Talents.
- **Differentiation** - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- **Pace** - It is likely that More able, Gifted and Talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.
- **Assessment** - Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.
- **Groupings** - Students with Able, Gifts and Talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- **Level of work** – More Able, Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. There for the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- **Enrichment** - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for Able, Gifted and Talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom

PROVISION FOR MORE ABLE, GIFTED AND TALENTED

In the class room, teachers use a range of strategies designed to meet the needs of More able, Gifted and Talented Students as given under:

- Advanced learning plan
- Purposeful and organised group work
- Carefully chosen resources
- Good pace and momentum to lessons
- Encouraging students to contribute through a range of opportunities for participation
- using open ended questions
- working on developing thinking skills



- Giving opportunities for independent work.
- Setting high expectations
- Arranging classroom lessons with quality activities to promote auditory, visual, and kinaesthetic learning
- Providing planned extension opportunities or challenging open-ended tasks.
- Providing opportunities for students to carry out independent learning.
- Whole-school provision including setting specialist teaching and extracurricular activities.
- School clubs including Literary, Science, Maths, Quiz, Islamic and Arabic, Happiness and wellbeing and IT Club
- School committee and councils.
- Enrichment opportunities including specialist days.
- Opportunities for performance
- Opportunities to enter competitions.
- Enrichment programs.
- Encourage extension activities.
- Flip Class.
- Finding a Mentor program.
- Academic competition.
- Independent projects.

How might we provide for more Able children?

Thinking and learning teaching styles for Gifted and Talented students should be open-ended and flexible. These students need to be given the opportunity to take risks in their learning. All students, but particularly the more Able, ought to be encouraged to think creatively and divergently.

PROCESS FOR REVIEW AND DEVELOPMENT

- Updating and reviewing the information record of children on the Able Gifted and Talented register and monitor their progress.
- Ensuring liaison with parents where necessary.
- Reviewing the policy.
- Monitoring provision.
- Identification of any suitable mentors for pupils.
- Provision of any necessary resources.