



Gulf Indian High School, Dubai

ABLE, 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.



2018-2019



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ABLE, 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 Able, 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

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.

Gifted Students are defined as those with an innate ability, who present a natural outstanding aptitude or competence for exceptional performance.

Talented Students are those who demonstrate special Talent and abilities in areas including art, music, sports or any of performing arts.

IDENTIFICATION OF THE 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

PROVISION FOR ABLE, GIFTED AND TALENTED

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

- 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.

Agreed at the governing body meeting on

Date.....

Signed (Chair of Governors)

Director :

Principal :