

# Gifted and Talented Policy

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## **GIFTED AND TALENTED POLICY (G&T Policy)**

### **1. RATIONALE**

At Amity Private School, Sharjah, we believe in providing the best possible education for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. In accordance with the APS ethos, all students will be given full access to all areas of learning and teachers will strive to ensure that students reach their full potential, irrespective of their background, age or ability, both for their self-fulfilment and for their development into active, responsible adults.

We value the individuality, gifts and talents of all of our students. At Amity we celebrate the diversity within the school and equip students with the skills and attributes required to become active citizens in the school's international community and the wider world.

### **2. PURPOSE**

The purpose of this policy is to ensure that APS staff are aware of our gifted, talented and high ability students and support them academically, and in other areas of development and performance by ensuring that accommodations are made to meet their specific needs. Gifted children think at such high levels of complexity that, while they can benefit from some aspects of the school day, they also require curriculum that allows them to move ahead faster and pursue their areas of interest and talent.

This policy is set up in accordance with the documentation from the UAE Ministry of Education and adheres to the philosophies and principles laid out in the document on General Rules for the Provision of Special Educational Programs and Services (Public & Private Schools), which states that the goal is to “provide appropriate services to the students with special gifts and talents in all educational institutions in the public and private schools that meet their needs and enhance their abilities”. This policy is applicable to all school leaders, teachers, administrators, professional/ technical personnel and support staff who are employed by Amity Private School, Sharjah.

### 3. DEFINITION

The UAE Ministry of Education defines Gifted & Talented as follows:

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity.

For the practical purposes of our school, and considering the ethos of the above definitions, Amity Private School, Sharjah defines Gifted & Talented as follows:

- **Gifted** – The term refers to learners are those who have abilities in one or more academic subjects. ‘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. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- **Able**- refers to a child who has the potential to or who is working above age or grade related expectations in academic subjects.
- **Talented** - The term refers to learners are those who have particular abilities in sport, music, design or creative and performing arts- 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.

The educational needs of such students require specific consideration within mainstream educational programs as their achievements or perceived potential often place them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability;
- Subject-specific aptitude (e.g. Arabic, science or mathematics);
- Social maturity and leadership;
- Mechanical/technical/technological ingenuity;
- Visual and performing arts (e.g. art, theatre, recitation); and,
- Psychomotor ability (e.g. dance or sports).”

#### **4. AIMS AND OBJECTIVES**

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

- Provide a structure to identify and monitor gifted and talented students.
- Promote a holistic approach towards gifted and talented provision.
- Create a positive atmosphere wherein students can develop confidence and self-respect.
- Take efforts to 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 ensure 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.

#### **5. ASSESSMENT FOR IDENTIFICATION**

Before identifying a pupil as able, gifted or talented in a particular area we aim to ensure that all students have had the opportunity to learn and succeed in this area. This ensures a fair identification process. Identification of students who are gifted and talented is also not a straightforward process.

Identification must be based upon ability and not on achievement. Some children can under-achieve for a variety of reasons such as: peer pressure, behavioural issues, special educational needs or reluctant learners. All staff need to be aware of this and look for 'hidden talents'. Both qualitative and quantitative information can be used for identification purposes.

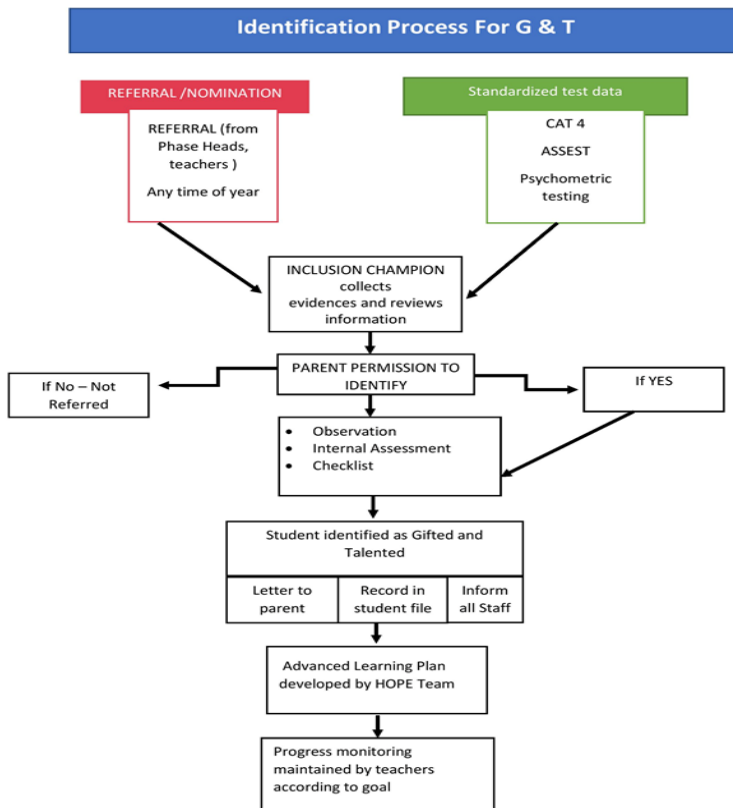
A gifted and talented student can be identified using a variety of methods, including elements of the following:

- CAT4 (Average Mean 127 and above showing a balance across all batteries with a minimum of 2 batteries.)- Stanine 9 is representative of 4% of the National Average.
- ASSET 90 and above
- Teacher Nomination
- Records of achievement
- Informal tests (Renzulli Scales)
- Extra-curricular activities
- Team/group activities
- A differentiated curriculum which will enable students to demonstrate their abilities.
- Teacher recommendation – general characteristics checklist to be used to support staff referral

As a result of this process, a student cohort will be identified. Determined students may also be the most able students in each year group/class, based on academic ability or special talents. The progress of identified students will be tracked and shared to all teachers and parents/guardians.

Once identified, the class teacher will work alongside the Gifted and Talented Coordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T list.

## Identification process flow chart for G & T



## 6. PROVISION FOR THE GIFTED, TALENTED AND HIGH ABILITY LEARNERS

At APS our focus is to improve provision for able pupils in the day to day teaching and learning.

- Advanced Learning Plan / Individual Education Plan (IEP)** - The Advanced Learning Plan /Individual Education Plan will be developed in conjunction with parents, a regular education teacher, the counsellor and a member of the Learning Support Team. It will determine how the special needs have gifted students, capable of high performance in one or more areas, will be met. The ALP / IEP for gifted students will follow the clinical cognitive assessment recommendations.

- **Out of class activities** -The following are offered and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skill.
  - Flexible learning
  - Extension Activities.
  - Projects.
  - STEAM.
  - Taqadam Activities
  - Participation in competition
  - Support for TDO students
  - Performing Arts and sporting activities (Annual Day, and Sports Day)
  - Individual Paced Courses. [Coursera, Future Learn etc]
- **Provision through outside agencies** - Parents should inform the school if their child is engaged with any gifted and talented program outside the school, e.g. Spell Bee, BrainOBrain, Abacus The school will then, through discussion with the parents, support the student to manage both their learning and their activity to success.

## **7. ROLES AND RESPONSIBILITIES**

### **School Principal:**

- To lead the school in the role of celebrating the achievement of all students, as well as those who are AGT.
- To guide and liaise with the AGT Coordinator & Head of Inclusion

### **The Inclusion Champion:**

- 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:**

In line with the Teaching Standards 2012, models for differentiation 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 to have high expectations of all students.
- 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 with the previous teacher in order to ensure that progress continues and transition is smooth.
- Participate effectively in the identification, assessment and referral process.
- Observe their students to identify if there are any who may need alternative provision in order to be sufficiently stretched.
- Liaise with their Head of Department (HoD) regarding their observations and plan appropriate pathways.

### **HOD's**

APS Heads of Department have a responsibility to:

- Ensure effective provision in their subject area.
- Support their teachers in providing advice on stretch, challenge and differentiation.
- Provide, when appropriate, Exceptional Education Plans.
- Provide effective curriculum subject plans.

### **Parents as Partners:**

Amity Private School, Sharjah values the partnership it has with parents. The school will actively seek the involvement of parents in the education of their children. It is recognized 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 Inclusion champion and SLT 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.

APS Parents have a responsibility to:

- Always encourage and support their child.
- Inform the College of their child's talents and skills including any special achievements outside of school.
- Contact the College if they feel that their child is not being sufficiently stretched or challenged.
- Encourage their child to take up opportunities to extend themselves in lessons.
- Encourage their child to take up opportunities to extend themselves outside of lessons.

### **8. REVIEW OF POLICY**

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- Our commitment to support the gifted, more able and talented students is reflected in our School Development Plan.
- This policy and the success of the school's provision for the gifted and talented students will be reviewed annually by the Coordinator/Principal

## 9. Appendices:

### A- Template

Student	Subject/Identified Gifted or Talented	Target(Where Applicable)	Staff Member Responsible for Progress.
<b>Strategies(To achieve target)</b>		<b>Record of interventions, coaching, mentoring and progress.(towards target)</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Comment on Impact and progress over time</b>			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			

## **B. Examples of Extended Provisions Inside of Lessons**

- Series of 1-to-1 meetings with HoD / Director / suitable mentor teacher to devise an extended project that the student may work on privately (eg similar in style to CBSE, or extended topics well beyond the curriculum). They could be allowed to work on this during class time, or it could be separate and only done at home.
- An external competition the student could be working towards.
- Stimulating and inspiring discussions about a particular focus each week. Students would be expected to do some prior reading and maybe even share with the class.
- Working with the student to take a qualification earlier than peers. Plans must be in place for them for future years when peers are working on that qualification.
- Free online courses (e.g. Harvard) could be suggested, with appropriate support given by a mentor teacher every 2/3wks. These could be completed when classwork is completed.