



ENGLISH LANGUAGE SCHOOL (PVT.) DUBAI

OLD METHA

Vision

Lead by example in the development of excellence in academic, personal and professional competencies.

Mission

Striving towards excellence today to prepare the leaders of tomorrow.

Vision of Inclusion

To ensure and facilitate the productive opportunities so that the student can aspire to the highest level of personal development.

Gifted and Talented Policy

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Definition of Gifted and Talented

Definitions of what constitutes a gifted and/or talented student varies and international terminology is ever-changing regarding this, for example, different labels have been used such as Potential Plus ,high learning potential, most able and 'Educating the Highly Able'

For the purposes of this policy, the terms and definitions used will follow the UAE School Inspection Framework 2017-2018.

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. - UAE Schools Inspection Framework (2017-2018)

Students who are gifted and talented are considered to have a special educational need on account of their need to be challenged and differentiated for in order to reach undoubted potential.

Aims and objectives

The aims of this policy are

- To promote good practice in identification, teaching, learning and management of students who are gifted and talented.
- Offer children opportunities to generate their own learning .
- Ensure that we challenge and extend the children through enriched tasks .
- Encourage children to think and work independently.

In order to do this, the Department of Inclusion will

- Provide a structure to identify and monitor gifted and talented students.
- 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 Inclusion team and the designated Gifted and Talented Coordinator:

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.

The team is also responsible for the support and guidance for the teachers, parents and other people involved in the learning process of the student.

Teachers

In line with the Teaching Standard 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 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 and communicate with parents in order to ensure that progress continues and transition is smooth.

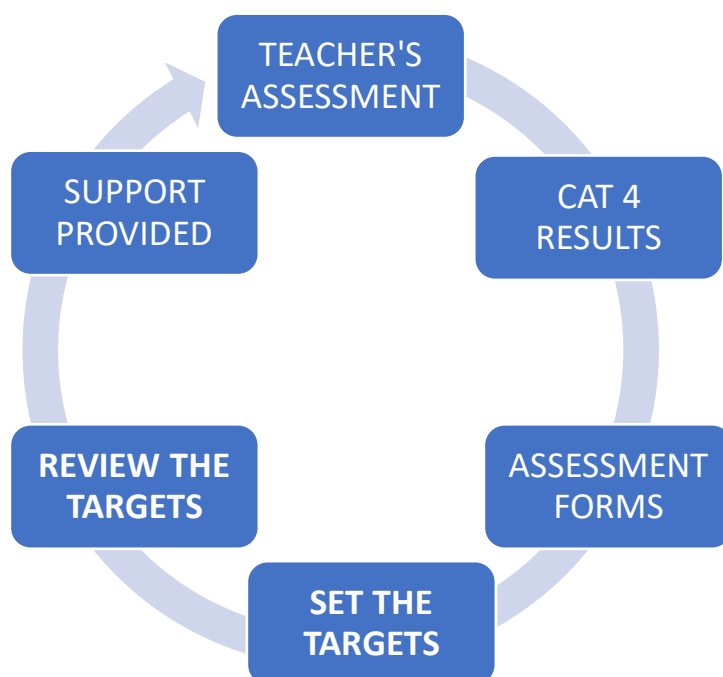
Teachers also need to participate effectively in the identification, assessment and referral process.

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 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.

The Inclusion team and the responsible person 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, Assessment and Referral process



We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. For some children we have pre-school records which give details of achievements and talents in particular areas. Discussions with parents and careers enable us to add further details to these records. All children undergo assessments. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's profile with the parent,

and use this information when planning for individual needs. As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. The children undertake internal assessments from Years 3 to 10 as well as CAT4 and other GL assessments to make sure that the student is assessed in all the areas and performance is recorded.

At the time of admission they go through the diagnostic assessments.

We compare the information from these tests with a range of internal data, to measure and assess a child's aptitude and progress. Each teacher regularly reviews the children's progress and records the data. Teachers discuss the children's progress with parents at consultation meetings (PTM and report on each child's progress throughout the year).

Identification is usually made by:

- CAT 4 score
- Teacher observations and nomination
- Reports from previous schools
- Teacher assessments
- Pupil's work
- Checklists of characteristics - generic and subject-specific • Parental information
- Peer and self-nomination
- Standardized assessment of cognitive development and ability that can only be administered by a psychologist (if required)

Identification of students who are gifted and talented is not a straightforward process. All available material and the results of the above mentioned are critically analyzed to ensure proper assessment and choosing a student to be nominated as a gifted and talented child.

A list of students who are gifted and/or talented will be shared with the teachers to track the process of screening and provisions. This list is always a working document and students can be added to it – or withdrawn from it – following appropriate evidence.

Teachers will have access to documentation such as check-lists that will help with the identification of students they may consider gifted and talented.

Ongoing teacher assessment will monitor progress of gifted and talented students.

The Gifted and Talented Coordinator along with the Inclusion team will review progress of all children and keep the records updated.

Provision, curriculum access and modification / inclusion

Teaching and learning support for G&T 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 the school provides appropriate and personalized learning programmes to enable all gifted students to become talented. The following are key aspects of how our education programmes are personalized for students with special gifts and /or talents

- Differentiation - An effectively modified curriculum meets the needs of students with a range of learning styles and ability levels. A modified and differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- Pace - It is likely that 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 special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- Level of work - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore 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 gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom. Teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, by providing:
 - a common activity that allows the children to respond at their own levels
 - an enrichment activity that broadens a child's learning in a particular skill or knowledge area
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

- the opportunity for children to progress through their work at their own rate of learning.
- Inclusion department plays its role in managing the gifted and talented students in various ways.
 - Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers.
 - Regularly reviewing the teaching arrangements for these particular children, by monitoring their progress through termly discussions with teachers and data analysis.
 - Supporting staff in the identification of these children and on teaching and learning strategies.
 - Co-coordinating support for G&T students outside of lessons – monitoring CCA activities, external school competitions and student peer support groups.

This policy should be read in conjunction with school documents including:

- Admissions Policy
- Inclusion Policy
- Curriculum Policy
- Behavior Policy