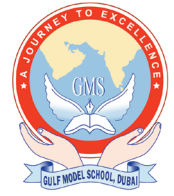


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Gulf Model School



GIFTED & TALENTED POLICY



INTRODUCTION

Gulf Model School values all children equally and endeavors to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognize and support the needs of those children in our school who have been identified as “gifted”, “more able” and/or “talented” according to national guidelines.

The school adheres to the following definition of terms:

“Gifted and talented’ describes children with the ability or potential to develop significantly ahead of their peers”

- **Gifted** - ‘Gifted’ learners are those with abilities in one or more academic subjects, such as Mathematics or English
- **Talented** - ‘Talented’ learners are those who have practical skills in areas such as sport, music, design or creative and performing arts
- **‘Most Able’** refers to a students who has the potential to or who is working above age related expectations in academic subjects

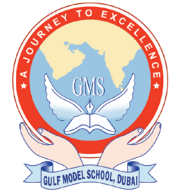
Approximately 10 per cent of the children in our school will be considered as gifted, more able and/or talented. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

AIMS & OBJECTIVES

The aim of this document is to ensure a consistent approach to the identification and support of the gifted and talented child. Our aims are

To agree on shared definition of the term “most able”

- To agree on shared definition of the terms “most able”, “gifted” and “talented”.
- To ensure that identification of talented or gifted pupils as early as Possible.
- To ensure that we recognize and support the needs of all our children.
- To enable children to develop to their full potential.



- To offer children opportunities to generate their own learning.
- To ensure that we challenge the children through the work that we set for them.
- To encourage children to think and work independently.

IDENTIFICATION

There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be on going, never “once and for all” and will always veer on the side of the positive. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on SEN register. The gifted and talented register will be regularly reviewed and updated termly to ensure it broadly reflects the school’s population in terms of gender, ethnic and socio-economic background.

GMS also has an early identification register for the young ones and keeps an eye open for the budding G & T students.

Identification is usually made by:

- ASSET score
- CAT 4 score
- Teacher observations and nomination
- 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.

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’s are met; the child’s name is entered in the G&T list.

PROVISIONS (AMAAL PROGRAM)

The Amaal program has three categories:

1. Nujoom

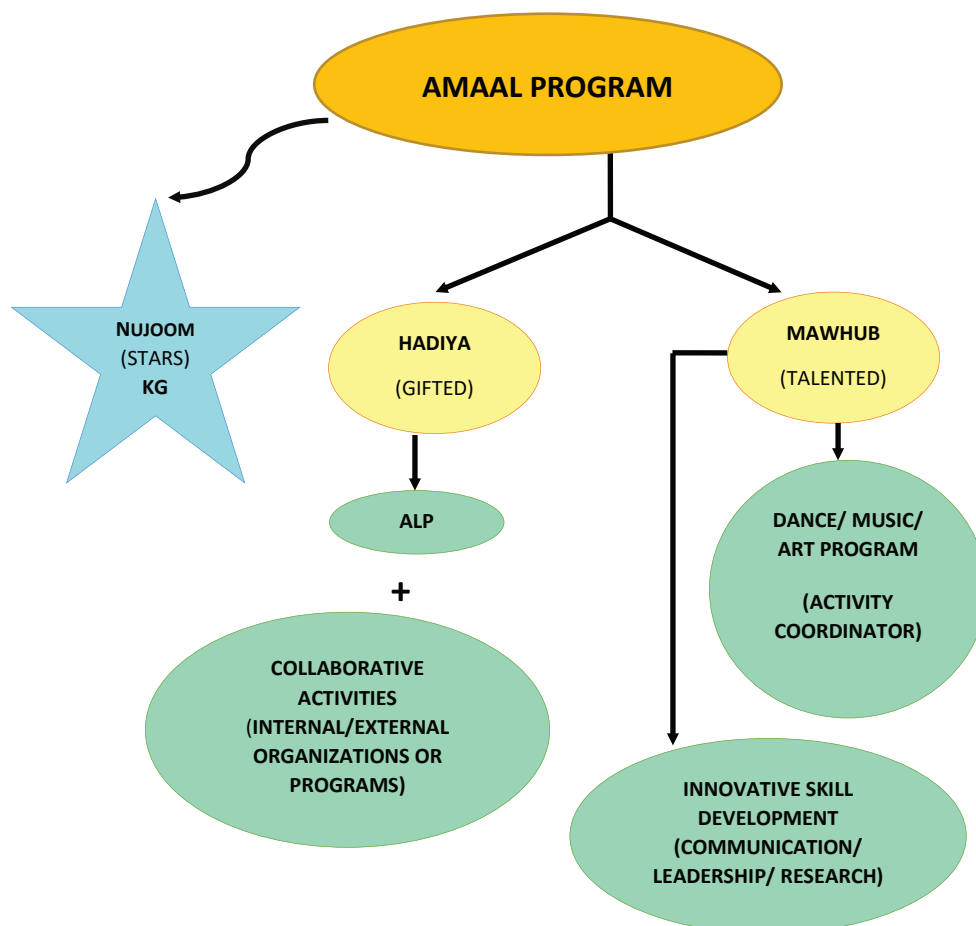
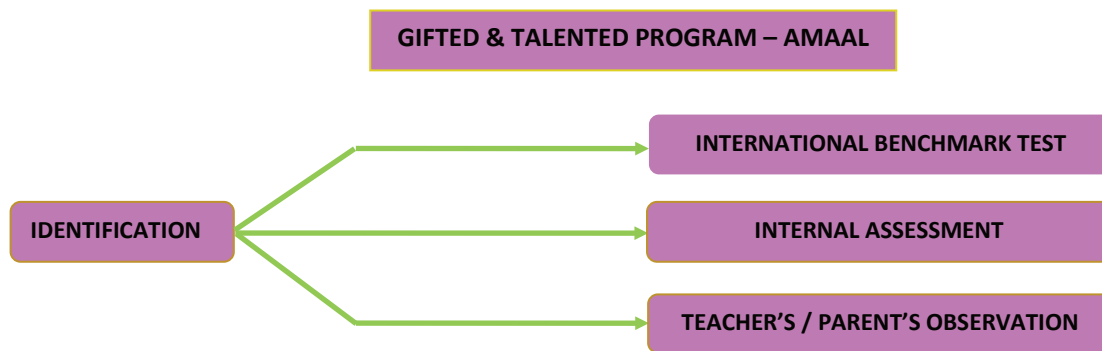
Early identification of Gifted & Talented students helps to hone the skills of the students at a young age. A register is maintained for these students by the inclusion department to identify, monitor and track the activities of the KG students who are Gifted and talented

2. Hadiya

The gifted students are considered under this category and avail all the provisions mentioned.

3. Mawhub

The talented students come under this category. This list of students is closely monitored by the inclusion department in collaboration with the activity coordinator.





Provision within the curriculum

All teachers will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning. The Academy is currently developing the capacity for independent learning, and we envisage giving gifted and talented students more access to independent extension activities.

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 Days
- Critical thinking Questions
- Science
- Curiosity corners (Primary & Secondary)
- Projects
- Participation in Competition
- Musical and sporting activities (Expressions and Sports Day)

Provision through outside agencies

Parents/carers should inform the school if their child is engaged with any gifted and talented program outside the school, e.g. plan for gifted and talented by Stanford University, elite squad in a sporting activity. The school will then, through discussion with the parents/carers and coaches, support the student to manage both their learning and their activity to success.

The Gifted and Talented Coordinator has overall responsibility for:-

- Ensure that the policy is implemented.
- Compiling and updating the register termly.
- Coordinating the monitoring of progress of the gifted and talented students on the register.
- Ensure that the professional development program includes relevant aspect of gifted and talented.
- Ensure that all staff is fully aware of the gifted and talented cohort and their targets.



The principal is responsible for overseeing progress and providing feedback to the advisory board and SLT by:-

- Ensure that the Gifted and Talented coordinator implements the policy and coordinates the monitoring progress
- Ensure that the professional development and program for all staff includes relevant aspects of gifted and talented provision.

All School staff has a responsibility for:-

- Identifying students who should be on the G&T register and referring them to the G&T coordinator for assessment;
- Ensuring gifted and talented students are considered in every aspect of Planning;
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities; and ensuring that all curriculum staff considers the range of strategies identified in this policy.

Continuing Professional Development

- Regular training for coordinators and governor
- Appropriate in-service training for all staff
- Involvement in partnership coordinator meetings and training initiatives.

Process for Development and Review

- 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.

Links to other Policies

This G&T policy should be read in conjunction with the SEND policy and Inclusion Policy.