

## DUBAI HEIGHTS ACADEMY



Policy	Gifted & Talented Policy
Approved on	August 2023
Approved by	Principal
Review date	August 2024



## POLICY STATEMENT

Dubai Heights Academy is committed to the philosophy of Inclusive Education. All children have the right to a broad, balanced and suitably challenging education, which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that meets the needs, aspirations and abilities of all our pupils. We strive to deliver teaching and learning in a way that challenges each child to reach their full potential.

### AIMS

- To provide a rigorous, whole school approach to the correct identification and provision for Gifted and Talented (G&T) students
- To ensure that Talented and / or Gifted pupils are clearly identified and known to staff as early as possible
- To meet pupils' needs with a range of strategies to stretch and challenge
- To raise staff awareness of strategies to support, stretch and challenge pupils
- To provide access to a suitably differentiated and challenging curriculum
- To create opportunities for pupils to identify their gifts and talents to achieve their full potential
- To raise aspirations of all pupils through a school ethos of high achievement and challenging learning opportunities
- To work in partnership with parents/carers to help them maximise their children's learning and development
- To make links with the wider community to enhance and enrich students' learning opportunities

## 1. DEFINITION

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not reflect this.

Our definitions are taken from the KHDA School Inspection Framework 2015-2016.

The term 'gifted' refers to ***“a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.”*** In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.

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.

### Dual or Multiple Exceptionality (DME)

This term is used to describe pupils who are gifted but also have one or more special educational needs and/ or disabilities. It can refer to gifted pupils who may be visually impaired, deaf, have a physical disability, have a specific learning disorder such as dyslexia, dyscalculia or dysgraphia, have ADHD or ASD.

## 2. IDENTIFICATION

We use a comprehensive range of strategies to identify Gifted and Talented pupils. The identification process is ongoing, beginning when a child joins our school and involves staff, pupils, parents and carers. According to the KHDA, giftedness is not always visible due to a range of barriers. Such examples include; linguistic background, gender, language and learning difficulties.

Identification involves collating information from at least 3 of the following sources:

- Standardised cognitive assessments e.g. CAT 4 (See Appendix 1)
- Standardised attainment tests e.g. Progress Tests (See Appendix 1)
- Teacher observation and referrals
- Gifted and/ or Talented screening checklists (GATES, NACE)
- Information from parents/ parent interviews
- Internal assessment data
- Standardised assessments of cognitive development and ability administered by external professionals e.g. psychologists
- Anecdotal information with regards to Arts or Sports
- Achievements and awards from external organisations
- Pupil discussions.
- Reports and transition information from a previous setting



When pupils are flagged through standardised data (see appendix 1), discussions take place between the G&T Coordinator and pupils' teachers to ensure that the scores are an accurate reflection of the child. The G&T screener (GATES), is then completed by relevant teachers to further support accurate identification of G&T pupils.

Provision for identified pupils is categorised into 3 levels:

**Level 1-** Stretch and challenge is provided by the class / subject teacher

**Level 2-** Stretch and challenge is provided by the class / subject teachers. The pupil has access to specialist intervention and enrichment activities.

**Level 3-** The pupil has access to subject specialist extension groups and specific curriculum modification. Pupils may be eligible for a school scholarship to avail of discounted school fees.

### **3. ENGLISH LANGUAGE LEARNERS**

Identifying gifted pupils who are ELL (English Language Learners) can be challenging. Information from the sources listed above, is collated on a continuous basis, with greater focus on scores from non-verbal assessments such as CAT 4, observations, parent information and transition information from the previous setting.

### **4. PROVISION**

Gifted and Talented pupils will be stretched and challenged to achieve their potential through any of the following:

- Differentiated planning – stimulus, resources, learning challenges, outcome and response
- Personal G&T Pupil Passport
- Appropriate learning challenges in the classroom – high-quality activities to enrich and extend.
- Ability groupings for English and Maths where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration.
- Challenging targets for reading, writing and maths.
- Higher level questioning to promote higher order thinking skills such as, critical thinking
- In school enrichment opportunities e.g. Maths Day, sporting competitions
- Extra curricular activities e.g. Enrichment Hour
- Outside school enrichment days e.g. Inter-school sporting competitions, Enrichment League events.
- Working with outside agencies, such as the Hamdan Centre for Giftedness
- Working with external, school linked companies on bespoke, workplace enrichment opportunities.
- A G&T register is updated on a termly basis to ensure enhanced provision is provided to G&T students.

### **5. OTHER RELATED POLICIES**

- Inclusion
- ELL/ EAL
- Teaching & Learning
- Curriculum



## APPENDICES

### Appendix 1 - DHA School Standardised Scores to support with Identification of More Able and Gifted and Talented

CAT IV and PT data will support identification of G&T/ MA pupils from Year 2 upwards.

Across whole school	SAS
More Able	$\geq 110$ CAT IV mean (110 - 124)
G&T	$\geq 126$ on any CAT IV or PT battery <b>OR</b> $\geq 119$ in any 2 batteries on CAT IV/ PT



## Appendix 2

### Flow chart of procedures for Gifted and Talented / More Able pupils at DHA

