

## DUBAI HEIGHTS ACADEMY



Policy	Gifted & Talented Policy
Approved on	22 August 2022
Approved by	Principal
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## POLICY STATEMENT

Dubai Heights Academy is committed to the philosophy of Inclusive Education. All children have the right to a broad, balanced and appropriate 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 enables each child to reach their full potential.

### AIMS

- To provide a whole school approach to the identification and provision for Gifted and Talented (G&T)
- To ensure that Talented and / or Gifted pupils are clearly identified and known to staff as early as possible
- To substantiate identification through the use of objective assessment measures
- To meet pupils' needs with a range of appropriate strategies
- To raise staff awareness of strategies to support and challenge pupils
- To provide access to a suitably differentiated and challenging curriculum
- To create opportunities for pupils to identify their talents and 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 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.

Common differences between children who are able and those who are gifted;

- An able student knows the answer; the gifted learner asks questions
- An able student works hard to achieve; the gifted learner knows without working hard
- Able student enjoys school; the gifted learner enjoys self-directed learning
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

The following areas have been identified as being the main areas of ability which take into account the 'Differentiation Model of Giftedness and Talent' and align with international best practice:

- Academic (English/ Mathematics/Science)
- Artistic and Creative (art, design, music, drama)
- Practical (design and technology, mechanical ingenuity)
- Physical (PE, sports, dance, Leadership)

### 1.1 Dual and Multiple Exceptionality (DME)

This term is used to describe pupils who have one or more special educational needs and disabilities and are also More Able or Gifted and Talented

## 2. IDENTIFICATION

We use a range of strategies to identify More Able and Gifted and Talented pupils. The identification process is ongoing and begins when the 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 will involve:

- Standardised attainment tests -CAT IV and Progress Tests (See Appendix 1)
- Teacher observation and referrals
- Gifted and/ or Talented screening checklists (GATES)



- Interviews with parents and / or previous school reports
- Monitoring of internal data
- Standardised assessments of cognitive development and ability administered by external professionals e.g. psychologists
- Anecdotal information with regards to Arts or Sports
- Pupil discussions.

When pupils are flagged on 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.

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

We are aware that ELL pupils (English Language Learners) who may not yet have sufficient command of the English language, may not easily be identifiable as More Able or Gifted and Talented.

### **4. PROVISION**

Some or all of the following will be used to support Gifted and Talented pupils:

- Differentiated planning – stimulus, resources, tasks, outcome and response
- Personal G&T Pupil Passports
- Providing appropriate challenges – high-quality tasks for enrichment and extension.
- Ability groupings for English and Maths where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration.
- Setting appropriate and challenging targets for reading, writing and maths.
- Higher level questioning to promote higher order thinking skills.
- Promoting 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.
- 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**

5.1 Inclusion Policy

5.2 SEND Policy

5.3 EAL Policy

5.6 Teaching & Learning Policy

5.7 Curriculum Policy



## 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

