



Dubai Heights Academy Policies, Procedures and Guidance



Gifted and Talented (G&T) Policy

Agreed: March 2020

Review Date: March 2021

Signed (Principal):

A handwritten signature in blue ink, consisting of a stylized 'A' followed by a horizontal line.

Date:

March 2020



Review with Inclusion Policy

Rationale

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

We aim to have a consistent approach to the identification and support of Able, Gifted and Talented through:

- An agreed, shared definition of the terms '**able**' '**gifted**' and '**talented**'*
- Identification of talented or gifted pupils as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their talents and for abilities to flourish
- Fostering a culture of achievement by creating a learning environment that celebrates achievements both inside and outside of school.
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with the wider community to enhance learning opportunities

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.

In our school we use the term 'able' to identify those pupils which are working at the top 10% for their age in the school. Our definitions are taken from the KHDA School Inspection Framework 2015-2016.

The term 'gifted' refers to ***á student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain 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 ***á 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.

Pupils considered to be 'High Achievers and 'Gifted and Talented' are based on Teacher observations and assessments along with the Standardised Scores (SS) obtained from the Progress Tests (PT) and Cognitive Abilities Tests (CAT) scores. The scores to identify More Able and G&T are outlined in Appendix 1.

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.

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

Identification Strategies

We use a range of strategies to identify more able and very able children. 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. Data taken into account will include:

- Meetings with parents
- External agencies or involvement with external clubs
- Observations
- Standardised attainment test
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

Provision

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

- Differentiated planning – stimulus, resources, tasks, outcome and response
- Advanced Learner Plans
- Providing appropriate challenges – high-quality tasks for enrichment and extension.
- Ability grouping for Literacy and Numeracy where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration.
- Setting appropriate targets for reading, writing and maths.
- In school enrichment opportunities eg. Maths week, Sporting competitions
- Out of school enrichment days e.g. Inter-school sporting competitions.
- High order thinking skills.
- Promoting critical thinking
- Extra curricular activities
- G & T Register s reviewed on a termly basis to ensure enhanced provision is provided to G & T students.

Appendices

Appendix 1 - DHA School Standardised Scores Identification of High Achievers and Gifted and Talented

Across whole school	SS
More able	111 - 124
High Achievers (Monitoring for G&T)	125+
G&T	130