



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Gifted and Talented

POLICY

Approved by:

Mr. Jeremy Hallum

Last reviewed on:

May 5, 2023

Next review due by:

May 5, 2024

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



Introduction

At GEMS Metropole Al Waha we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with GEMS Metropole Al Waha's ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. At GEMS Metropole Al Waha we value the individuality, gifts and talents of all our students.

Aims

GEMS Metropole Al Waha aims to:

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for the needs of the full ability range both within and beyond the curriculum and that giftedness is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community.
- To raise the aspirations of all students through an ethos of high achievement and challenging learning opportunities.

Gifted and Talented

Definitions as per KHDA inspection framework 2015-2016 p:119:

"The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice."

- "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. In the case of a gifted student, whilst exceptional potential will be present, they may actually under-achieve".



- “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”.

Identification of students

Gifted and talented students at GEMS Metropole Al Waha are considered to be students of high ability who are judged as showing outstanding skill in one or more of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability.

The Cognitive Abilities Test (CAT4) is used to support identification of students who may be highly able, gifted and/or talented. The CAT4 assessment reveals hidden potential by assessing verbal, non-verbal, quantitative and spatial reasoning. It is a non-biased assessment that ensures children’s potential is measured, not their academic achievement to date.

Students are identified in the following ways:

Academic Gifted and Talented:

- **Highly Able:** Students with 2 or more batteries of the CAT4 assessment at or above 119.
- **Gifted:** Students with any single battery of 127 or above in the CAT4 assessment.
- **Talented:** Teacher nomination: Students who are performing much higher than their peers in a particular academic subject.

Non-Academic Gifted and Talented:

- Students are being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has a separate criteria for identifying students in three separate levels.
 - Level 1: Participates within the school
 - Level 2: Represents the community
 - Level 3: Represents the country
- Students will be identified in academic subjects across Key Stage 3 through each subjects identification criteria which relates to the abilities and identification process in that subject.
- Standardised assessments of cognitive development and ability (administered by psychologists).
- Parent nomination with supporting documentation.
- Internal assessment results (school-based summative and formative assessments).

Provision for Gifted students

Multiple extension and development activities are available to ensure more able and gifted students are given the opportunity to reach their potential.

School Provision: Teachers will:

- Provide opportunities for problem-solving, hypothesising and developing thinking skills.
- Use a range of teaching and learning strategies and effectively differentiate class and homework tasks.
- Give students the chance to work with other highly able students in a small group situation.
- Identify highly able/gifted students' extension/challenging work in schemes of work and lesson plans.
- Use appropriate resources to stretch and challenge students.
- Encourage students to take risks and to regard all answers, whether right or wrong, as productive opportunities for learning.
- Offer Enrichment opportunities which allow students to excel, and which encourage and maintain enthusiasm for the subject.



- Encourage students to fully engage with extra-curricular opportunities that may be of interest to the student.

Gifted and Talented Provision in the Primary School

At GEMS Metropole Al Waha, we believe that all students have the potential to be highly able, gifted and/or talented. In Primary, we provide a variety of enrichment activities and extension tasks throughout the school day to provide all students with the opportunity to develop gifts and talents in a range of subject areas.

Outcomes of successful provision - Monitoring and measurement of impact

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student and parent questionnaires
- Formative and summative internal as well as external examination data
- Monitoring and reviewing Gifted and Talented passports

The successful provision would facilitate:

- Well managed personal, social and emotional aspects including attendance and punctuality.
- Achieving age-related or above age-related expectation in line with their potential.
- Demonstrating positive and responsible attitudes, self-reliance and thrive on critical feedback.

Responsibilities

The Head of Inclusion plays a lead role in coordinating the school's Gifted and Talented provision. This involves working with the Principal, Senior Leadership Team, Heads of Key Stage and specific subject Gifted and Talented nominated members to determine the strategic development of the policy.

Role of Head of Inclusion:

- Gifted and Talented students are effectively identified.
- The Gifted and Talented Register is accurate and updated at least termly.



- The provision for students is well planned and effective.
- Gifted and Talented Passports support and monitor student engagement.
- The impact of provision is monitored and evaluated.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students are accurate, updated and in line with department guidelines.
- Gifted and Talented Passports are developed and monitored by the class teacher/ specialist teacher.
- The performance of the Teaching Staff is monitored and effective.
- There are advice and access to training available to staff.
- The SEF and Inclusion Department Improvement Plan reflect accurately the strengths and areas for development of Gifted and Talented students.
- Offer support, advice and guidance to all staff on best practice for the provision of Gifted and Talented students.
- All teachers must ensure an appropriate provision for the G&T within their lesson planning and delivery.
- All individual teachers have a duty to be aware of individual student's needs and to provide appropriately for all students in their care.

Role of Heads of Department and Heads of Key Stage:

It is the responsibility of every teacher and leader to provide the best possible education for our Gifted and Talented students. One of the key roles of Heads of Key Stage and Heads of Department is to monitor the ongoing progress of all students identified as Gifted and Talented. This is achieved by monitoring and updating the register on a termly basis.

Specific responsibilities include:

- Encourage extension and enrichment activities.
- Discussions with parents and students to promote extra-curricular extension/enrichment activities
- Support staff and work alongside leaders to promote higher level learning possibilities across the school.

The role of the class teacher:



Class teachers are essential to the success of all students, including those identified as gifted and talented.

Specific responsibilities include:

- Plan lessons that will motivate, challenge and extend.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each student's ability.
- Monitor student's progress formally and informally on a daily basis.
- Review student progress termly and report to parents at parent consultation meetings.

Within the classroom:

- Student-centred, learning, valuing and utilising students' interests and learning styles.
- Using a variety of resources, ideas, strategies and tasks.
- A secure learning environment where risk-taking is valued.
- A challenging learning environment, allowing students to access higher-order thinking skills.
- Encourage students to ask questions of themselves, of their peers and of adults.
- Encourage target setting that involves students in their learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.
- Appropriate personalised provision through the continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations.

This policy has been discussed and agreed by the GEMS Metropole School Al Waha staff and leadership team for implementation.