



### GIFTED & TALENTED POLICY

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#### Authorized Signatories:

<b>Principal:</b> Signature:	<b>KG Coordinator:</b> Signature: <b>Primary Coordinator:</b> Signature:	<b>Inclusion Champion:</b> Signature:
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<b>Policy:</b>	Gifted and Talented	<b>Purpose:</b>	To provide information and guidance
<b>Status:</b>	Identification process	<b>Audience:</b>	Students
<b>Implemented By:</b>	SENDCO, Counsellors	<b>Issued For:</b>	All staff, students and parents

#### Gifted and Talented Provision at Bright Riders School

We believe that some students have natural exceptional abilities that can be nurtured to achieve their optimum potential. Irrespective of their performance at the time of admission, students at BRS Dubai will be provided the learning experience to help them grow and develop in every aspect of school life. We ensure that the needs of the potentially gifted and talented students are met by effective differentiated teaching approach.

The policy is developed to ensure recognition of students with appropriate support, catering to the needs of students identified as 'Gifted' and 'more able' / or 'Talented' mentioned in national law.

#### Definition

Our school take reference to the definitions stated in the latest KHDA Inspection Framework:

*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. All gifted students have the potential to be highly able but not all highly-able students are truly gifted.*

### **Aims and Objectives**

The aim of this policy is to promote good practice in identification, teaching, learning and management of students who are gifted and talented by:

- providing a structure to identify and monitor gifted and talented students.
- promoting a whole school approach to gifted and talented provision.
- creating a positive atmosphere wherein students can develop confidence and self-respect.
- developing the whole child socially and intellectually.
- empowering students, staff and parents through specialist support, as appropriate.

### **The objectives of this policy are to:**

- ensure that we recognize and support the needs of all our children and enrich experiences outside the regular timetable.
- enable children to have access to a broad, balanced and relevant curriculum to develop to their full potential.
- offer children opportunities to generate their own learning.
- ensure that we challenge and extend the children through enriched tasks.
- encourage children to think and work independently.
- Encourage a parent partnership to support a joint learning approach at home and at school, by offering information sessions and individual meetings as required.

### **ROLES AND RESPONSIBILITIES**

#### **The Gifted and Talented Coordinator will:**

- support and oversee identification and provision for the whole school and liaise with all members of the teaching staff, reporting to the senior leadership team.

#### **Teachers will:**

- ensure every teacher is providing quality teaching and to ensure that students who are gifted and talented achieve their potential and are challenged appropriately and successfully in the classroom environment and beyond.



- ensure subject leaders provision in their subject areas and class teachers are responsible for this provision in their class.
- ensure that the curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.
- Participate effectively in the identification, assessment and referral process

#### **Parents as Partners:**

- The school prides itself on the partnership it has with parents.
- The school will actively seek the involvement of parents in the education of their children.
- It is recognized that it is particularly important for students to have the support and encouragement of parents so that they can achieve success.
- The school considers parents as partners in the student's learning and encourages parents to view themselves as such.
- Parents will always be kept informed about their child's learning and regular communication will take place.
- The Gifted and Talented Coordinator is always available to meet with parents to discuss their child.
- Parents will be fully informed and consulted regarding strategies that have worked in school and home.

#### **IDENTIFICATION, ASSESSMENT AND REFERRAL PROCESS**

- We use a range of strategies to identify gifted and talented children.
- The identification process is ongoing and begins when the child joins our school. Some students may also be identified at the time of admission. Parents may submit supporting documents such as previous school reports or psychoeducational reports.
- CAT4, IBT and other international assessments are also used to understand aptitudes across areas of learning. Parents input to add further details to these records.
- School's identification checklist and teacher's judgement are taken into account to decide if a child is entered in gifted and talented register.
- Assessments and ALP formulation and review progress, to meet individual needs.

#### **APTITUDES IN ENGLISH AND MATHEMATICS**

##### **Gifted children in English are identified when they:**

- Demonstrate relatively high levels of fluency and originality in their conversation;
- Use research skills more effectively to synthesize information
- Enjoy reading, and respond to a range of texts at a more advanced level
- Use a wider vocabulary, and enjoy working with words
- See issues from a broader range of perspectives
- Use more advanced skills when engaged in discussion.



### **Gifted children in Mathematics are identified when they:**

- Explore a broader range of strategies for solving a problem
- Are more curious when working with numbers and investigating problems
- See solutions more quickly, without needing to try all the options
- Look beyond the question to hypothesize and explain
- Work more flexibly, and establish their own strategies
- Enjoy manipulating numbers.

### **Gifted and talents students are identified in Music, PE, Art and Languages when:**

- Show skills over and above the level of their year group
- Display a natural aptitude for new skills, abilities and practices (e.g. a natural talent for Music, for PE etc.)
- They are to master entirely new skills within the subject at a very high speed and level of ability (for example a new sport, new art technique, new language or new instrument)
- Gifted and talents students may have had prior training in the subject to a high level, but this should not be an indicator for G&T status.
- Show an ability to absorb new techniques quickly, to make connections within and outside the subject and are able to invent their own strategies to master the subject.
- While some external data may exist to help support G&T identification, in these subjects it is down to the subject teacher to identify and justify the selection of G&T students.

### **Provision, curriculum access and modification / inclusion**

- The school aims to nurture independent and creative thinkers who are able to meet the challenges of the wider world and more over for those students who already have or are showing signs of these capabilities.
- It is the school's policy to provide a broad, varied and balanced curriculum for all students, giving them a chance to thrive and to demonstrate skills and abilities
- Provision for students who are identified on the gifted and talented register is generally provided by the class and subject teacher through effective quality first teaching and differentiation.
- Our aim is to ensure gifted and talented students are catered through the development of higher order thinking skills and challenging age-appropriate work.
- Where needed and when appropriate, a child may move between year groups for elements of the curriculum or may have individual and small group intervention to enhance their skills and develop their giftedness.

### **Working with outside agencies**

- Where necessary and appropriate, the school will seek support and work closely with outside agencies to assist in the provision for students.
- This may include educational psychologists who are able to ascertain gifted and talented children through psychometric testing.
- Any costs associated with accessing this provision will be covered by parents.