Gifted and Talented Policy

(2018 – 2019)
All throughout these documents the schools known as International School of Creative Science and American School of Creative Science will be referred to as ‘The Creative Science Schools’ or CSS for short.

**GIFTED AND TALENTED POLICY**

**Rationale**

The Gifted and Talented policy is intended to further enhance the school's commitment to affording maximum educational opportunities for all students regardless of their ability.

Furthermore, this policy is intended to enrich the existing culture of achievement at The Schools of Creative Science by providing opportunities for all students to develop their aptitudes, skills and interests.

**Aims**

- To continue to develop the high aspirations of all our students.
- To embed further our high expectations of achievement for all students.
- To help develop the skills and attributes we desire our students to have.
- To provide a fluid system of provision for students who have both realised and potential gifts or talents.

**Definitions**

As outlined by the United Arab Emirates School Inspection Framework (2015-2016):

Gifted - 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.

Talented – 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

The key principles in the identification of gifted and talented pupils are that:

- Emphasis should be on providing an appropriate, challenging and supportive environment rather than on labelling any particular child.

- Identification is a continuous process. Some students will be easy to identify at a very early age, while some will emerge later.

- The identified group should broadly represent the school's population.

The ELP department will use a range of criteria and sources of evidence. These include:

- External assessments.
- Information provided at all points of transition.
- Subject specific criteria for identifying the most able.
- Staff recommendations and observations.
- Reading tests.
- Point scores.
- Information from parents, caregivers and other outside agencies.
- Standardised attainment tests such as G.L tests.
- Standardised assessments of cognitive development and ability such as CAT4 tests.

Provision

Research in G&T education has shown that the best provision occurs when students experience a combination of excellent classroom practice and out-of-school provision (enrichment and extra-curricular).

The School will strive to provide appropriate learning opportunities for all students by:

- Keeping teaching and learning on departmental agendas.
- Applying the school Learning and Teaching policy.
- Setting by ability within subject areas when applicable.
- Using differentiation and extension resources to provide challenge for gifted and talented pupils within the curriculum.

Outside the classroom, the school will look to offer:

- Opportunities for able, gifted and talented students to take part in enrichment activities, for example: visits; Challenge Days, mentoring younger students, sporting clubs and events, creative arts performances, competitions.
- Collaboration with outside agencies that provide guidance, ideas and support for able, gifted and talented students, for example, an International Academy for Gifted and Talented Youth.

**Co-ordination, monitoring and review**

- It is recommended that there is a named whole-school Gifted and Talented Coordinator (ELPCo) with specific responsibility for identifying and monitoring the progress of able, gifted and talented students in the school.
- The coordinator should ensure that the policy is implemented and reviewed and the register is kept up to date. The coordinator should work closely with the Leadership Team, the staff, the Education authority, and Gifted and Talented advisors and should liaise with parents.
- Monitoring in school should be closely linked with progress reports to parents.

**Steps towards implementing the Gifted and Talented Policy**

It is acknowledged that the policy will need to be implemented in phases. Each phase, in turn, will require evaluation to inform the planning and execution of the next. Accordingly, this policy includes specific procedures for the initial implementation of the policy.
Process for Initial Implementation

- Auditing
  - Auditing of Gifted and Talented Provision within The CSS Department have provided information about G&T provision in discrete subject areas. This information has been collated and informed the subsequent stages of this process.

- Identification
  - In the initial stages of implementation, departments have been asked to identify students.
  - It is intended that provision is in place for these students as they enter Primary and Secondary School.
  - The register for other year groups will be based on external assessment results in the first instance.

- Planning Provision
  - Departmental Provision: In order to ensure provision for the students that have been identified, departments have been asked to nominate one teacher to be internally responsible for G&T in each Key Stage area. Each Key Stage teacher responsible for Gifted and Talented will be required to co-ordinate provision both at a local level and in conjunction with whole school provision.
  - Whole-School Provision: In order to coordinate the provision of individual departments across the whole school, a Gifted and Talented Working Group will be established to begin meeting during academic year.
  - The group will be comprised of the individual subject teachers responsible for Gifted and Talented at local level within departments; it will be chaired by the Gifted and Talented Coordinator (ELPCo).
  - The purpose of this group will be to provide a sense of continuity, consistency and organisation in relation to the provision of Gifted and Talented at the School.
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This Policy will be reviewed every 2 years.