

Title: Policy on Gifted and Talented Students	Issue Date: 01/ 01/ 2019
Department / Section: Guidance & Counseling Department	Revision Date: 01/06/2020
Reference No.: AJS-GCD-03	Version No.: 5

1. PURPOSE:

The purpose of this policy is to have a school policy for the education of Gifted and Talented. This policy will help to guide staff towards a consistent and effective approach. It will also ensure that parents, carers, allied professionals and new staff all have a clear idea of the service the school hopes to provide.

Al Ain Juniors School is committed to provide an environment, which encourages all students to maximise their potential and this clearly includes students who display some form of exceptional ability or talent.

2. SCOPE/TARGET AUDIENCE:

This policy is applicable to all departments of Al Ain Juniors School.

3. POLICY STATEMENT:

There shall be a standard process & procedure for the new and/or reviewed/ updated policies.

Pre-existing documents may be re-formatted at the time of the review of the document or within one year whichever occurs sooner.

The policies must be evidence base with updated references from international and/or national standards, applicable to this environment.

4. INTRODUCTION

Gifted and Talented students are those who are achieving or who have the potential to achieve, at a level substantially beyond the rest of their peer group inside our school. This may be in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity; and/or
- special abilities in empathy, understanding and negotiation.

Those students who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population, will be referred to by the term

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exceptionally able. The terms 'Gifted and Talented' or 'Exceptionally Able' encompass students who are able across the curriculum as well as those who show talent in one or more specific areas. All talents and gifts are equally valued and will be allocated equal time and resources.

5. Identification of the Gifted and Talented

Before identifying any student as Gifted and Talented in a particular area, we aim to ensure that all students have had the opportunity to learn and succeed in this area. This makes the process of identification fair. A Gifted and Talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Identification by a previous teacher, previous school, external agency or organisation
- Self nomination

It is worth remembering that Gifted and Talented students can be:

- good all-rounders;
- high achievers in one area;
- of high ability but with low motivation;
- of good verbal ability but poor writing skills;
- very able but with a short attention span;
- very able but with a learning difficulty or disability which masks their achievements;
- very able with poor social skills; and/or
- keen to disguise their abilities.

Everyone in Al Ain Juniors School has a responsibility to recognise and value students' abilities.

We are aware that:

- unnecessary repetition of work is demotivating and demotivated students will not always demonstrate potential;
- there is sometimes peer pressure to under-achieve.

6. The School Register

The Responsible Teacher is to maintain a register for Gifted and Talented and to ensure that appropriate records are being kept. All students who have been identified as Gifted and Talented are entered onto the School Register. A copy of the register is made available to all staff in paper and electronic form. The area of ability is recorded with reference to the aspect or aspects in which they have a talent. The parent or carer is consulted before the student's name is put on the register. The register is reviewed twice a year at a meeting of the staff concerned and the progress of each student towards their individual targets evaluated. If a student is not reaching his or her full potential, or has achieved the set targets, new arrangements, and where necessary, new targets will be set.

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7. Provision for the Gifted and Talented

Opportunities for extension and enrichment are built into all our schemes of work. During policy review in Month/Year we shall ensure that every curriculum area will have a reference to Gifted and Talented. This should state what the identification procedure will be and what provision is in place.

We aim to:

- maintain an ethos where it is acceptable to be bright;
- encourage all students to be independent students;
- recognise achievement;
- be aware of the effects of ethnicity, bilingualism, gender, religion and social circumstances on learning and high achievement;
- provide a wide range of extra-curricular activities and clubs;
- always provide work at an appropriate level; and
- provide opportunities for all students to work with like minded peers.

8. Types of Provision

8.1 Classroom Differentiation

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier exam entries.

8.2 School Based Provision

This varies according to subject area and is covered using a variety of methods:

- School based clubs
- School societies/councils
- Fast tracking groups
- Enrichment opportunities
- Opportunities for performance
- Artists in residence
- Specialist teaching
- Partnerships with other schools/further education institutions/higher education institutions

8.3 Out of School Provision

Al Ain Juniors School will explore and develop community links to provide opportunities for Gifted and Talented students to develop. Students will be encouraged to fulfil their potential in those areas in which they are Gifted and Talented without reducing the breadth of their curriculum and personal experience.

8.4 Personal Development

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Classwork and work outside the classroom include a number of opportunities for students to participate in small and large groups, which will help develop their personal and social skills. We recognise that the way students operate in teams and support each other when discussing ideas or collecting resources and materials, supports their social, personal and emotional development.

Some Gifted and Talented students find performing in teams easy, others show excellent social and leadership skills but some find 'team work' more difficult. The school aims to develop all the abilities of students, including their personal and social skills, especially if these are not strengths. We aim to create a climate in which students are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

8.5 Leadership and Management Roles

The Responsible Teacher for Gifted and Talented is to decide on targets for the School Development Plan, to co-ordinate an audit programme to monitor School Development and to monitor the school's provision for students. The principal is responsible overall for the implementation of the Gifted and Talented policy. All subject areas have a named teacher who is responsible for subject provision for Gifted and Talented students. A named governor takes specific interest in the school's arrangements for Gifted and Talented students and works with the Responsible Teacher, on review and development.

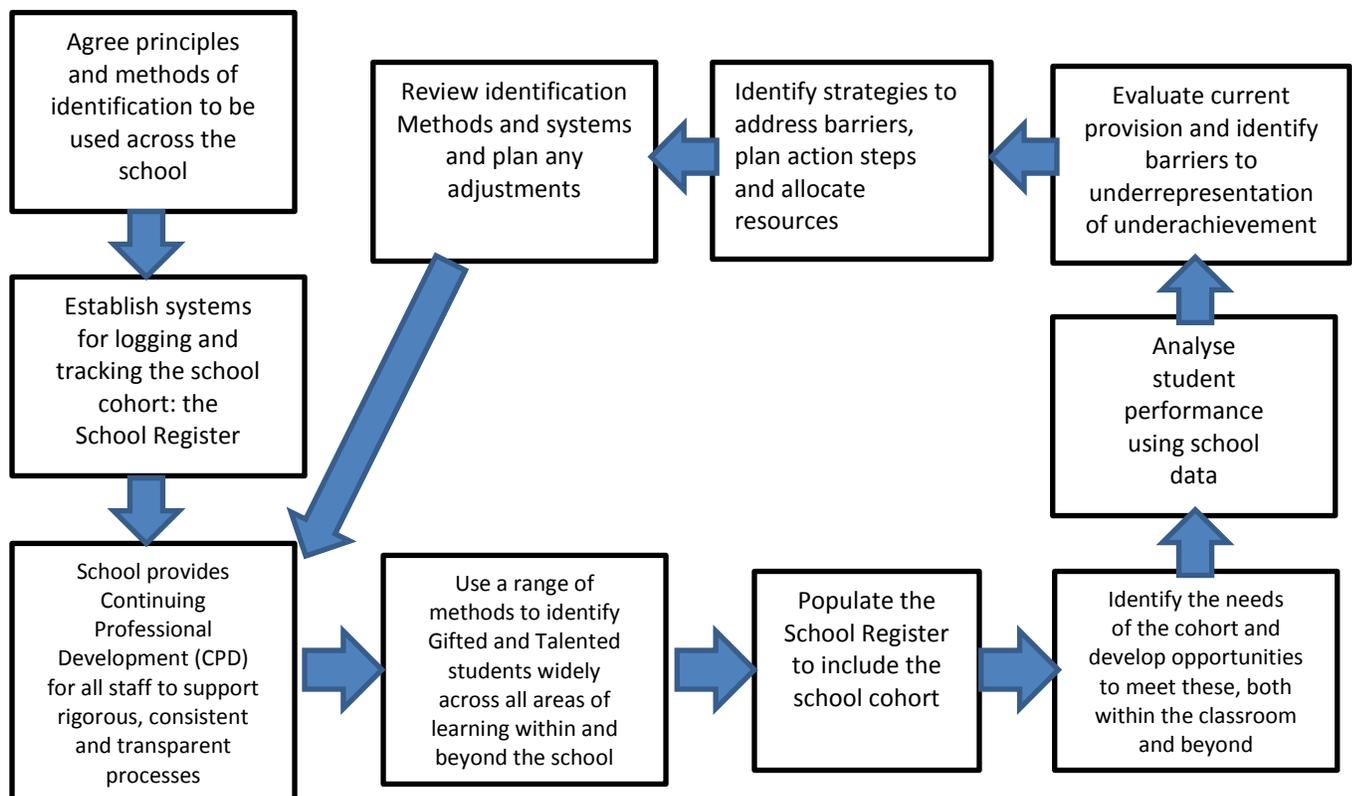
8.6 Process for Review and Development

This policy will be reviewed annually. Next review: (June 2016)

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9. SCHOOL WIDE IDENTIFICATION PROCESSES

Identification should be an ongoing process, feeding directly into the planning of provision for students. It will also need to feed into the annual review of policy and practice and be an integral part of the wider school improvement cycle. Schools may wish to bear in mind the six principles (Advocacy, Defensibility, Equity, Pluralism, Comprehensiveness, Pragmatism) when creating an identification system. The flow chart shows how this might happen.



- a. Parental Questionnaire
- b. General Checklist
- c. Classroom Strategies Checklist
- d. Subject-specific Checklist
- e. Gifted and Talented Audit Form
- f. Exemplar Audit Form
- g. Individual Record Sheet
- h. Gifted and Talented School / Year Group Record

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PARENTS' OR CARERS' QUESTIONNAIRE

Name of student:
Date of completion:
What does your son/daughter do really well?
What single achievement do you think your son/daughter is proudest of?
What sort of people does your son/daughter most like to be with?
What do your friends most admire in your son/daughter?
What does your son/daughter most enjoy about school?
What aspect of schoolwork does your son/daughter most enjoy?

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What does your son/daughter most like doing at home?
What seems most important to your son/daughter at this time in his/her life?
Is there anything else which might help us identify your son's/daughter's particular gifts and talents?

Gifted and Talented Pupils Guidelines for Teachers
Individual Record Sheet

School name:	Date:
Student name:	Date of birth:
	Review dates:

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Name of person(s) referring the student: _____ Recent assessments and results (please date)
Area of ability (please highlight): A: general intellectual ability or talent B: specific academic aptitude or talent C: visual and performing arts and sports D: leadership ability E: creative and productive thinking F: mechanical ingenuity G: special abilities in empathy, understanding and negotiation
Details of specific abilities:
Action to be taken:
Outcomes with date:

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Monitoring arrangements:	
Provision:	
Additional support:	
Extension work:	
Grouping:	
Out of school enrichment activity:	
Copy to (please tick): <input type="checkbox"/> Class teacher <input type="checkbox"/> HODs <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Principal <input type="checkbox"/> Next school	Signed: Parent/carer: _____ Teacher: _____ VP: _____ Principal: _____ Date: _____

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Gifted and Talented may:

	possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial
	easily grasp underlying principles and need the minimum of explanation
	have mental speeds faster than physical capabilities and so be often reluctant to write at length
	be reluctant to practise skills already mastered, finding such practice futile
	be inventive and original when interested
	often see the unusual rather than the conventional relationships
	display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas
	show good insight into cause-effect relationships
	quickly make generalisations and extract the relevant points from complex material
	prefer to talk rather than write and often talk at speed with fluency and expression
	have exceptional curiosity and constantly want to know why
	ask searching questions, which tend to be unlike other students' questions
	be able to pose problems and solve ingeniously
	read rapidly and retain what is read and can recall detail
	listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on
	leap from concrete examples to abstract rules and general principles
	be keen and alert observers, note detail and be quick to see similarities and differences
	see problems quickly and take the initiative
	become absorbed for long periods when interested and may be impatient with interference or abrupt change
	often set very high personal standards – be perfectionists
	be concerned to adapt and improve institutions, objects, systems (e.g. can be particularly critical of school)
	be perceptive in discussion about people's motives, needs and frailties
	show sensitivity and react strongly to things causing distress or injustice
	jump stages in learning and be often frustrated by having to fill in the stages missed
	have quick absorption and recall of information, seem to need no revision and be impatient with repetition
	see greater significance in a story or film and continue the story
	have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word
	persists in completing activities when motivated
	be more than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc
	be philosophical about everyday problems and common sense issues
	often take a leadership role

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	empathise with others and be very understanding and sympathetic
	express their own feelings
	be self-effacing
	give inventive responses to open-ended questions
	appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony
	be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore
	be confident and competent
	attribute ideas to others
	reflect on their own performance
	have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings
	criticise constructively, even if sometimes argumentative

Exemplar Gifted and Talented Audit Form

Gifted and Talented may:

Audit	Yes	No	Sometimes
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The school has identified a teacher who leads Gifted and Talented.			
The policy is written and shared with all staff and governors.			
All staff, including classroom assistants, are aware of the school policy and practice for Gifted and Talented students.			
Teachers know who the able students are in their class or classes and are aware of the range of their abilities.			
Subject policies or departmental handbooks include guidance for staff working with Gifted and Talented students.			
Lesson content is differentiated to take account of the needs of Gifted and Talented.			
Teachers use a variety of forms of differentiation in their teaching			
High expectations are set for the Gifted and Talented students.			
Gifted and Talented students are grouped together for specific subjects (e.g. maths) or activities as appropriate.			
Lesson pace geared to take account of the rapid progress of Gifted and Talented students.			
Gifted and Talented students are given extra time to extend or complete work when required.			
The teacher liaises with the subject co-ordinator or Head of Department in instances where the student is providing a curriculum challenge in terms of their educational requirements.			
Gifted and Talented students are moved into another class (of older students) for some or all work if their needs cannot be met in their normal class.			
Homework is challenging for Gifted and Talented students.			
Specific homework is set for Gifted and Talented students.			
Gifted and Talented students' progress is monitored and recorded by staff.			
Guidance is given to student teachers on approaches to the education of Gifted and Talented students			
Additional extra-curricular opportunities are provided after school or during lunch-times in academic, creative and sporting activities.			
Additional extra-curricular opportunities are provided after school			
The school or departmental Gifted and Talented policy, practice and routines are kept up-to-date.			

SUBJECT – SPECIFIC CHECKLIST

Mathematics

Gifted and Talented students:

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grasp the formal structure of a problem: can generate ideas for action
recognise pattern: can specialize and make conjectures
reason logically: can verify, justify and prove
think flexibly, adapting problem solving approaches
may leap stages in logical reasoning and think in abbreviated mathematical forms
are able to generalise from examples
are able to generalise approaches to problem-solving
use mathematical symbols as part of the thinking process
may work backwards and forwards when solving a problem
remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning

Science

Gifted and Talented students:

recognise patterns and relationships in science data: can hypothesise based on valid evidence and draw conclusions
are aware of how the context influences the interpretation of science content
recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate
enjoy reasoning logically
use subject vocabulary effectively in construction of abstract ideas
think flexibly, generalise ideas and adapt problem-solving approaches
are able to evaluate findings and think critically

Information Technology

Gifted and Talented students:

use ICT hardware and software independently
use ICT to solve problems
consider the limitations of ICT tools and information sources
consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use

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	use ICT to support their studies in other subjects
	use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems
	consider some of the social, economic and ethical issues raised by the use of ICT

Language – English

Gifted and Talented students:

	show close reading skills and attention to detail
	are sensitive to nuance of language use, use language precisely
	have a well developed, sophisticated sense and appreciation of humour
	contribute incisive, critical responses, can analyse own work
	are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'
	approach writing tasks thoughtfully and with careful preparation
	are able to reflect on language and linguistic forms they encounter, having insight into their own abilities
	show an interest in the English language around them
	show attention to spelling and meanings of words
	cope well in dual-language medium
	have fluency and breadth of reading
	show pleasure and involvement in experimenting with language
	analyse insights confidently and precisely when discussing their own and others' writing intentions
	draw out relationships between different texts read
	are able to transfer skills across the curriculum
	are keen to communicate with native speakers

Art

Gifted and Talented students:

	analyse and interpret their observations and present them creatively
	are enthusiastic and interested in the visual world
	can sustain concentration, constantly refining ideas
	are quick to learn and transfer skills
	draw on existing knowledge, make connections and draw on comparisons with others' work
	enjoy experimenting with materials and are able to go beyond the conventional

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have confidence using a wide range of skills and techniques

Music

Gifted and Talented students:

hear music 'in their head'
demonstrate power of expression and skill beyond competency
respond emotionally to sounds
show a commitment to achieving excellence
have a strong musical memory
are particularly sensitive to melody, timbre, rhythms and patterns
demonstrate coherence and individuality in developing musical ideas
have the motivation and dedication to persevere and practise

Drama

Gifted and Talented students:

have an ability to engage effectively with a role
can confidently move and use gestures appropriate to character
confidently perform a scripted or improvised character to an audience
have the ability to engage effectively with an audience
understand and enjoy the uses of the stage including design and technical effects
are able to discuss and have personal opinions about drama/theatre productions
have the ability and vision to realise a text from 'page to stage'
demonstrate an expressive speech ability in the use of voice and accents
are able to invent and sustain a role
enjoy drama improvisation and/or mime and dance drama
engage meaningfully with others in the performance of a play text
possess a wide range of knowledge about drama and theatre
reflect on the use of language in a play text

Design and Technologies

Gifted and Talented students:

readily accept and discuss new ideas
conceptualise beyond the information given
identify the simple, elegant solution from complex, disorganised data
reflect and are constructively self-critical
demonstrate skillfulness and ingenuity in manufacturing skills and techniques
link the familiar with the novel and see application in 2D or 3D
transfer and adapt ideas from the familiar to a new problem
are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical

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	independently research knowledge to solve problems
	show awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability)

Physical Education

Due to the wide range of sports and physical activities, it would be impossible to produce a checklist to cover all skills and abilities. Therefore, specific sports and physical activities will require their own differentiated and detailed checklists.

Gifted and Talented students:

	use the body with confidence in differentiated, expressive and imaginative ways
	have a good sense of shape, space, direction and timing
	produce a seamless fluency of movement with an intuitive feel for elegant movement
	are able to use technical terms effectively, accurately and fluently
	are able to analyse and evaluate their own and others' work, using results to effect improvement
	are able to adapt, anticipate and make decisions
	have a good control of gross and fine body movements and can handle objects skillfully
	show a high level of understanding of principles of health-related exercise and their application in a variety of activities
	are able to perform advanced skills and techniques and transfer skills between activities
	take the initiative, demonstrating leadership and independence of thought

Personal Development

Gifted and Talented students:

	identify with the feelings of others
	are self-confident
	reflect on personal mistakes and rectify them
	have self-control
	are flexible and comfortable with change and novelty
	use effective communication skills
	build good relationships
	are able to persuade and negotiate
	work well collaboratively
	lead and inspire others
	are aware of social and environmental issues
	enjoy community activities
	are good in debate, discussion, role-play
	display honesty and integrity
	show initiative and persistence