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Next review: February 2021

INTRODUCTION

Beaconhouse Al Khaleej International School values all children equally and endeavors to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to ensure that we recognize and support the needs of those children in our school who have been identified as “**potentially gifted**”, “**more able**” and/or “**talented**” according to national guidelines.

The school adheres to the following definition of terms:

- **'Gifted' 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 case of a gifted student, whilst exceptional potential is present, he/she may actually under achieve.
- **'More able'** refers to a student who has the potential to or who is working above age related expectations in academic subjects.
- **'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.

Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

Aims & Objectives

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child. The aims are:

- To agree on shared definition of the terms “more able”, "gifted" and “talented”.
- To ensure the identification of talented or gifted pupils as early as possible.
- To ensure that we recognize and support the needs of all our children.
- To enable children to develop to their full potential.
- To offer children opportunities to generate their own learning.
- To ensure that we challenge the children through the work that we set for them.
- To encourage children to think and work independently.

Identification

There is a wide range of identification strategies available to assist school. It is important to note that **no single process should be used in isolation**. The identification process needs to be ongoing, never “once and for all” and will always veer on the positive side. Concerted efforts will be made to search out and address the needs of low achievers with high ability. It is important to remember that some gifted and talented students may include SOD students.

The gifted and talented students will be regularly reviewed and updated termly.

Identification is usually made by:

- CAT 4 score
- Teacher observations
- Reports from previous schools
- Teacher assessments
- Student's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer and self-nomination
- Standardized assessment such as MAP/SAT/PISA/TIMMS etc..

Once identified, the class teacher will work alongside the Gifted and Talented Coordinator to validate this nomination with assessment data. If the criteria are met, the child's name is entered in the **Gifted and Talented** list.

Provision

Provision within the curriculum

All teachers have high expectations of their most able students and provide them with appropriate opportunities for development. Opportunities will be identified within the lesson planning. The School is currently developing the capacity for independent learning, and we provide gifted and talented students more access to independent activities.

Out Of Class Activities

The following activities provide opportunities to practice and extend the students skill:

- Robotics
- Projects
- Pro-Active Clubs
- Competitions
- Music and sports activities

Provision Through Outside Agencies

Parents should inform the school if their child is engaged with any gifted and talented program outside the school, e.g. plan for gifted and talented by Olympics Competition in Swimming. The school will then, through discussion with the parents and coaches, support the student to manage both their learning and their activity to success.

The Gifted and Talented Coordinator has overall responsibility to:-

- Ensure that the policy is implemented.
- Compile and update the list ~~termly~~.
- Monitor the progress of the gifted and talented students.
- Ensure that the professional development program includes relevant aspect of gifted and talented.
- Ensure that all staff is fully aware of the gifted and talented cohort and their targets.

The Principal is responsible for overseeing progress and providing feedback by:-

- Ensuring that the Gifted and Talented coordinator implements the policy and the monitoring progress.
- Ensuring that the professional development and program for all staff includes relevant aspects of gifted and talented provision.

All school staff has a responsibility for:

- Identifying students who should be on the G&T list and referring them to the G&T Coordinator for assessment.
- Ensuring gifted and talented students are considered in every aspect of the planning.
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities.
- Ensuring that all academic staff consider the range of strategies identified in this policy.

Continuing Professional Development

- Regular training for coordinator.
- Appropriate in-service training for all staff.
- Involvement in partnership coordinator meetings and training initiatives.

Process for Development and Review

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities.
- Our commitment to support the gifted, more able and talented students is reflected in our school plans.
- This policy and the success of the school's provision for the gifted and talented students will be reviewed annually by the Principal /Vice Principal/Coordinator.