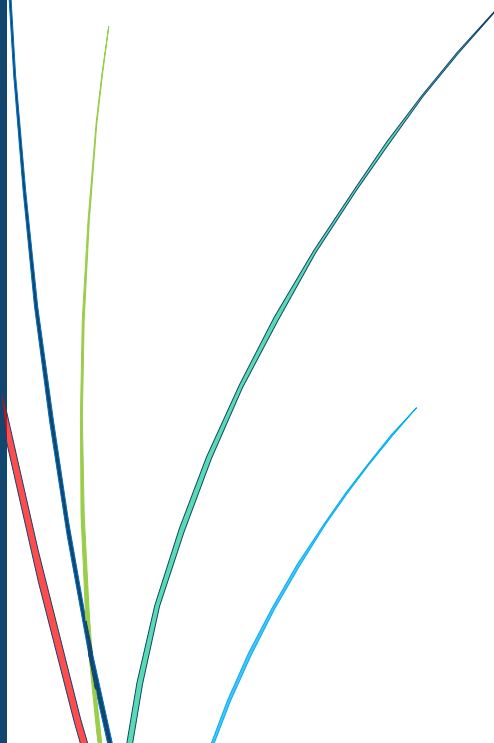




مدرسة ديوفال
DEWVALE SCHOOL
AL QUOZ

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GIFTED AND TALENTED POLICY



GIFTED AND TALENTED POLICY

Policy Name	Gifted and Talented Policy	Policy No.	DWS_PLC_043
Effective Date	April 2025	Date of Last Review	25 th March 2025
Date of Next Review	March 2026	Person in-charge	Ms.Rakhi R

INTRODUCTION

The Dewvale school is committed to recognizing and nurturing the potential of gifted and talented students in alignment with KHDA guidelines. We believe that these students require unique educational support to achieve their full potential. Our policy ensures that all gifted and talented students are provided with challenging, stimulating, and supportive educational experiences tailored to their individual strengths and areas of interest.

DECLARATION OF THE POLICY

At Dewvale School, students were recognized as important part of the learning community where each student is unique and special in their own way.

By adhering to this policy, we aim to foster a learning environment that promotes intellectual growth, creativity, and emotional well-being, preparing all gifted and talented students to excel in their academic and personal endeavours within the framework of KHDA standards.

In accordance with Dewvale school 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 self-fulfilment and for their eventual development into active and responsible adults.

GOALS

The aim of this policy is to develop a framework that promotes clarity, consistency and good practice identification and support in the education of gifted and talented students.

Dewvale aims to develop students in a holistic manner through recognition of giftedness and talents in various areas. To carry out this, Dewvale will:

- Develop a framework to identify and monitor gifted and talented students.
- Promote a whole school approach in supporting students with gifted and talented in providing learning opportunities to challenge their thinking and ensure they make appropriate progress overtime.
- Create a child friendly learning environment wherein students can nurture their self-confidence and self respect.
- Develop students in all facets of giftedness and talents.
- To empower students, staff and parents through specialist support as appropriate.

DEFINITION OF TERMS

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. 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.

Common distinctions between the able and gifted child include:

- an able student knows the answer; the gifted learner asks the questions.
- an able student works hard to achieve; the gifted learner knows without working hard.
- an able student enjoys school; the gifted learner enjoys self-directed learning
- an able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

RESPONSIBILITIES OF SCHOOL

The Head of Inclusion along with Assistant Head teachers play a lead role in coordinating the school's Gifted and Talented provision. This involves working with the Principal, Senior Leadership Team, Heads of subject of Gifted and Talented nominated members in core subjects to determine the strategic development of the policy. Specific responsibilities include ensuring that:

- G&T students are effectively identified.
- The G&T Register is accurate and updated at least termly.
- The provision for students with G&T is well planned and effective.
- Accelerated Learning Plans 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.

GIFTED AND TALENTED TEAM

Executive Leadership Team

- Principal
- Head of Inclusion
- Counsellor
- Class Teacher
- Teacher
- Students | Parents

Roles and Responsibilities:

Executive Leadership Team:

- ELT is responsible for the implementation of the G&T policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities and that the needs of all students are registered.

Head of Inclusion:

- To identify pupils who meet the criteria of their subject.
- To pass these names onto the subject teachers and leaders.
- To ensure learning targets were Specific Measurable Attainable Result oriented and Time bound (SMART), included in the lesson plan and reviewed to check students' progress.
- To ensure the enrichment/extension material and learning plan sets higher targets and well prepared in coordination with subject heads.
- To monitor the implementation of learning plans and other enrichment materials effectively used in class.
- To Liaise with the ELT and Key stage leaders.

Counsellor:

- To access training for self and staff and ensure the professional development programme which includes relevant aspects of gifted and talented provision.
- To draft Advanced Learning Plans for the students along with the Key Stage Leaders, Subject Heads and TLA's.
- To oversee and in some cases provide enrichment and extension activities.

Class teacher:

- Ensure teachers are monitoring and tracking the progress of the G&T students.
- To set higher targets and challenging tasks for students in class.
- To monitor the implementation of learning plans and other related activities.

Teachers:

- To draft subject specific Advanced Learning Plans for the students keeping the subject leaders in the loop.
- Show evidence of extension and enrichment opportunities existing within the classroom.
- Provide learning experiences that suitably challenge all students in the classroom.
- Utilize various methods including checklist that leads to the identification of gifted and talented students.
- Utilize resources and programs that support a high quality of gifted and talented education.
- Monitor and evaluate the provisions being used within the classroom to meet the needs of students and adjust where necessary.
- Discuss strategies that are being implemented on gifted and talented students with parents.

Students:

- Value and acknowledge the giftedness of their peers.
- Look positively on their giftedness and work with teachers and parents to enhance their particular areas.

Parents:

- Show a willingness to discuss the variety of methods available in the education of gifted and talented students.
- Participate in the nomination of gifted and talented students, if appropriate.

GIFTED AND TALENTED POLICY

IDENTIFICATION

Gifted and talented students at Dewvale 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.

Students are identified in the following ways:

Academic Gifted and Talented:

- The gifted area refers to domains where a student demonstrates an exceptionally high CAT4 score, typically indicated by a Stanine 8 or 9 or a Standard Age Score (SAS) of 120 or above.
- Students with a CAT4 score of 120 or above in Spatial and Quantitative reasoning is considered gifted in these areas.
- Students achieving a 9 in the PT (Progress test)

Non-Academic Gifted and Talented:

- Students are being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has separate criteria for identifying students in three separate levels. o Level 1:
Participates within the school
Level 2: Represents the community
Level 3: Represents the country
- In Academic Year 2024-25, students will be identified in academic subjects across Key Stage 3, 4 and 5. Each subject has identified separate criteria for their own specific subject which relates to the abilities and identification process in that subject.

PROVISION FOR GIFTED AND TALENTED



Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.



• **Pace** - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.



Assessment - Assessment is an important, on-going diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.



Groupings - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.



Level of work - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.



Enrichment - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

GIFTED AND TALENTED POLICY

ENRICHMENT AND EXTENSION ACTIVITIES

- Enrolling G&T students in any year group, on the recommendation of a member of staff onto online courses.
- Take the lead in publication of online magazine/newsletter articles.
- Encouragement of students to enter local and national events and competitions.
- Sports activities run by PE Department, Art club, Music Club.
- Gifted and Talented shelf in library providing extension materials for pupils and staff.
- Departmental G&T activities – for example: reading club led by the English

REVIEW OF POLICY

This policy will be reviewed on an annual basis by the principal and the head of the inclusion.