



# AMA Gifted and Talented Policy

<b>Policy Issued</b>	May 2022
<b>Next Review</b>	May 2023
<b>Lead Professional</b>	Laura Murray
<b>SGG Ratification</b>	May 2022



## 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.

This policy is set up in accordance with the documentation from the UAE Ministry of Education and adheres to the philosophies and principles laid out in the document on General Rules for the Provision of Special Educational Programs and Services (Schools for All), which states that the goal is to "provide appropriate services to the students with...special gifts and talents in all educational institutions in the public and private schools that meet their needs and enhance their abilities". It also considers the guidance given by the UAE Schools Inspection Framework 2015-2016, Section 4.1.

## 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 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. - UAE Schools Inspection Framework (2015-2016)

## 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 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.

Gifted and talented students at AMA are 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:**

We are working towards the identification of Gifted and Talented students in each subject area and data is gathered from a range of sources:

#### **Academic Gifted and Talented**

- Referral by teachers of students with explicit higher ability
- Teacher Observation/Checklists
- Internal assessment results (School based summative and formative assessments)
- Parent nomination with supporting documentation
- Previous school records, at time of admission
- External assessment results, if available
- School assessment data using Target Tracker/CATS 4/INCAS - a standardized score of above 127 would be an expectation if the identification was for academic ability. Students with a CAT4 score of 127 or above in one or more areas with an attainment in line or above expectation is identified as gifted and talented
- As some Gifted and Talented students struggles to perform well in standardized tests, Learning Support Staff can aid in profiling
- Awareness of ELL students (English Language Learners) who may not be proficient with the English language to be easily identifiable

#### **Non-Academic Gifted and Talented**

- Students are currently being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has a separate criterion for identifying students in three separate levels.
  - Level 1: Participates within the school
  - Level 2: Represents the community
  - Level 3: Represents the country

#### **PROVISION FOR GIFTED STUDENTS**

Multiple extension and development activities are available to ensure more able and gifted students are given the opportunity to reach their potential. Where activities are school based, measurement of impact will be completed on site.



Provision may include the following:

- More opportunities for problem-solving, hypothesizing and developing thinking skills
- Teaching and learning strategies which effectively differentiate class and homework tasks
- Group work with other Gifted students
- Extension/challenging work in schemes of work and lesson plans
- Strategies for class discussions to ensure that gifted students can contribute without dominating
- Resources to stretch and challenge gifted learners
- Encouraging students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject
- Communication with parents regarding extra-curricular activities that may be of interest to their child
- Independent work and leadership opportunities across the Key Stages
- Encouraging students to fully engage with extra-curricular opportunities provided by the Academy
- Links with outside agencies and referral to these via school
- A mentoring program for Gifted and Talented students

## **MONITORING AND MEASURING OF IMPACT**

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations/Learning Walks
- Staff, student and parent voice/questionnaires
- Formative and summative data as well as external examination data
- Gifted and Talented coordinator reports and liaison with other external agencies

## **RESPONSIBILITIES**

The Head of Inclusion plays a lead role in coordinating the Academy's Gifted and Talented provision. This involves working with the Principal, Executive Leadership Team, Senior Leadership Team, Heads of House, subject coordinators and lead for the Academy of Excellence to determine the strategic development of the policy.

Specific responsibilities include ensuring that:

- G&T students are accurately identified stating their gift and/or talent
- The G&T Register is accurate, shared with school staff and updated termly
- The provision for students identified as G&T is well planned and effective
- Accelerated Learning Plans support and monitor student engagement as well as progress
- The impact of provision is monitored and evaluated
- Parents and students are kept fully informed regarding identification, progress and planned provision
- G&T student records are accurate and include evidence to support their identified gift and/or talent



- Records are regularly updated in line with department guidelines
- The performance of the Inclusion Team is monitored and impactful
- There is advice and access to training for Academy staff
- The SEF and School Development Plan accurately reflect the strengths and areas for development of students identified as G&T.

### **POST 16 PROVISION**

The above criteria will be considered when identifying Gifted and Talented students who are post 16 along with an average IGCSE score of 8 and above.

Post 16 students who are considered Gifted and Talented will be supported through opportunities to extend their learning beyond the curriculum: developing research skills for higher education. We have a mentoring programme that is personalised to support and encourage students to reach their full potential and we offer work experience enrichment opportunities.

We encourage and promote prestigious universities such as Oxbridge, Ivy League and in particular the New York University in Abu Dhabi. Our partnership with the NYUAD allows us to facilitate Industry Days for our students and offers us programmes such as 'Summer Academy' which aims to enhance the academic profiles of highly motivated Emirati students. In addition to this, we promote the after-school programme 'Rize' which focuses on STEAM subjects, preparing students for university through creating critical thinkers and 21<sup>st</sup> Century innovators.

### **MONITORING AND EVALUATION**

The overall effectiveness of G&T provision will be monitored and reviewed by members of the Executive Leadership Team, on a termly basis, to ensure consistency across the school.

There will be an annual review of this policy by the Head of Inclusion and Executive Leadership Team.

Once the policy is agreed at school level, it will be ratified by the SGG group. Following on from this the Policy will be updated on the "AMA Policies" Teams area and on the Parent Portal.



### **Policy Review**

This policy will be reviewed and updated on an annual basis or as required.

Approved by AMA Principal:

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Stamped: \_\_\_\_\_