

Gifted and Talented Policy



Al Mawakeb School

Gifted & Talented Policy

1.0 Primary Values

Family, Leadership, Personal Development, Respect, Responsibility, Care, Commitment, Acceptance and Excellence.

2.0 Rationale

At AMS, we are committed to providing a secure and stimulating environment for all our students. We are well aware of, and promote, the principles of Inclusion and Equity which are engulfed in AMS's core values.

Our mission at AMS is to “Inspire, Empower and Guide” our students to grow, strive and become independent active learners that can serve their community. Our aim is to provide an education that is suited to their particular needs and abilities and allows children to develop confidence to enable them to challenge themselves and take risks. This clearly includes children who display some form of exceptional ability or talent. To ensure that these students reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Specific talents and skills should be nurtured by providing them with opportunities to work at high cognitive levels in both academic and non-academic areas.

Based on the KHDA 2015-2016 Inspection Framework definitions which take account of the ‘Differentiated Model of Giftedness and Talent’ and align with international best practice; AMS recognizes that the students with special gifts and talents are one of the groups most at risk of educational exclusion and we strive to prevent this.

3.0 Definitions

3.1 Gifted students

The National Association for Gifted Children (NAGC) defines gifted children as those whose ability is significantly above the norm for their age. “Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.”¹

¹ <http://www.nagc.org/resources-publications/resources/what-giftedness>

According to NAGC, Exceptionally capable learners are children who progress in learning at a significantly faster pace than do other children of the same age, often resulting in high levels of achievement.²

It is important to note that not all gifted children look or act alike. Giftedness exists in every demographic group and personality type. It is important that adults look hard to discover potential and support gifted children as they reach for their personal best.

3.2 Talented students

A talented student is someone who shows an exceptional level of performance in intellectual, creative and/or artistic areas including visual performing arts (i.e. art theatre, music and recitation), psychomotor abilities (e.g. rhythmic movement or sport), who may pose an exceptional leadership capacity, and/or excels in one or more specific academic field. These students seem to have an inborn ability for these areas of development and perform at levels much higher than their peer group.

3.3 Areas of Giftedness and Talent

Below are six areas with their exhibited behaviors where students may show giftedness. Gifted students generally have unusual talent in one and sometimes two of these areas but almost never in all six. Within specific academic ability, students again usually have one or two subjects that they are best in and passionate about.

3.3.1 Creative Thinking

- Independent thinker
- Exhibits original thinking in oral and written expression
- Comes up with several solutions to a given problem
- Possesses a sense of humor
- Creates and invents
- Challenged by creative tasks
- Improvises often
- Does not mind being different from the crowd

3.3.2 General Intellectual Ability

- Formulates abstractions
- Processes information in complex ways

² <http://www.nagc.org/resources-publications/resources/what-giftedness>

- Observant
- Excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Inquisitive
- Self-starter

3.3.3 Specific Academic Ability

- Good memorization ability
- Advanced comprehension
- Acquires basic skill knowledge quickly
- Widely read in special interest area
- High academic success in special interest area
- Pursues special interest with enthusiasm and vigor

3.3.4 Leadership

- Assumes responsibility
- High expectations for self and others
- Fluent, concise self-expression
- Foresees consequences and implications of decisions
- Good judgment in decision making
- Likes structure
- Well-liked by peers
- Self-confident
- Organized

3.3.5 Psychomotor

- Challenged by difficult athletic activities
- Exhibits precision in movement
- Enjoys participation in various athletic opportunities
- Excels in motor skills
- Well-coordinated
- Good manipulative skills
- High energy level

3.3.6 Visual/ Performing Arts

- Outstanding in sense of spatial relationships

- Unusual ability in expressing self, feeling, moods, etc., through dance, drama, music, etc.
- Good motor coordination
- Exhibits creative expression
- Desire for producing “own product” (not content with mere copying)
- Observant

4.0 Identification Procedure

Identification of Gifted and Talented students must be based on ability and not achievement. Some children may underachieve for a variety of reasons such as peer pressure, behavioral issues, special educational needs or reluctance to learn. All staff need to be aware of this and look for ‘hidden talents’. Both qualitative and quantitative information can be used for identification purposes.

Gifted & Talented students shall be identified using a variety of criteria, including elements of the following:

a) Triangulation of scores on standardized and internal assessments:

1) CAT4 scores with the below classification:

SAS	Descriptor	Stanine	National Percent Rank	Comments
127-141	Very High	9	97-100	Gifted and Talented
119-126	High	8	90-96	Potential Gifted and Talented

2) MAP results (95 percentile or above) if CAT4 SAS is 127 - 141

3) Internal Assessment results

b) Teacher Nomination and observation (using Nomination Form)

c) Parent Nomination (using Nomination Form)

d) Identification by a previous teacher, previous school, external agency or organization.

e) Self-Nomination

f) Observation to identify some of the below characteristics of giftedness:

- Gifted students are often perfectionist and idealistic.
- Gifted students may experience heightened sensitivity to their own expectations and those of others.
- Gifted students are asynchronous.

- Some gifted students are “mappers” (sequential learners), while others are “leapers” (spatial learners).
- Gifted students may be so far ahead of their chronological age mates that they know half the curriculum before the school year begins!
- Gifted children are problem solvers.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study and test-taking skills.
- Gifted students who do well in school may define success as getting an “A” and failure as any grade less than an “A”.

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

- Good all-rounders
- High achievers in one area, but not in another one
- Of high ability but with low motivation
- Of good verbal ability but low written expression skills
- Very able but with a short attention span
- Of high functioned but with poor social skills
- Of high abilities but with a learning difficulty or disability that masks their skills
- Behavioral difficulties

5.0 Provision for the Gifted and Talented

Gifted and talented students and those with high abilities need a gifted education program that will challenge them in regular classroom settings and an enrichment and accelerated program to enable them to make continuous progress in school.

At AMS, our focus is to improve provision for the more able students in the day-to-day teaching and learning. The three basic ways of meeting the needs of these students are acceleration, enrichment and extension.

- a) Acceleration** is a strategy which consists of enabling students to access work which would typically be for older students. This can occur through simply giving them work which would usually be given to older students.
- b) Enrichment** consists of broadening a student’s education. This can consist of enabling a student to study aspects of a topic that there would not normally be time to study or adding extra subjects to the curriculum.
- c) Extension** occurs when students are encouraged to develop more sophisticated thinking and reasoning skills.

Other methods may be implemented in class as well, such as:

- a) **Grouping** which is the practice of grouping, or placing students with similar abilities and/or performance together for instruction. Grouping allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students.

- b) **Curriculum Compacting** which is an instructional strategy that condenses, modifies, or streamlines the regular curriculum to reduce repetition of previously mastered material. “Compacting” what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.

6.0 Teachers’ Roles & Responsibilities:

The role of the teacher is to:

- Set high expectations for the student
- Devise an Advanced Learning Plan for the student, in collaboration with the Inclusion Department, through designing tasks that take account of levels of existing knowledge, skills and understanding
- Plan extension opportunities or open-ended tasks
- Promote higher order thinking skills
- Provide access to higher level tests for assessment
- Inbuilt the 4Cs into classroom practice (Critical thinking, Creativity, Collaboration & Communication)
- Encourage independency
- Provide the opportunity to work with like-minded peers
- Updating and reviewing the information record of students and monitoring their progress
- Ensuring liaison with parents where necessary
- Consulting with staff and SLT
- Interview students for their preferences

7.0 Monitoring and Measuring of Impact

Gifted and Talented students will be monitored through:

- Evaluating progress on ALP
- Work scrutiny
- Lesson observations

- Staff, student and parent questionnaires
- Formative and summative internal as well as external examination data
- Teacher data records

8.0 Policy Review

The SLT and Inclusion Department will conduct an annual review of the Gifted and Talented Policy and share suggestions for improvement with the Governing Body.

Revision History:

Revision	Date	Description of changes	Requested By
0	04/09/2016	Initial Release	CAO