مدرسة امباسادور
AMBASSADOR SCHOOL
INSPIRE INQUIRE INNOVATE

POLICY	**GIFTED AND TALENTED POLICY**
FUNCTION	**FOR INFORMATION & GUIDANCE**
STATUS	**RECOMMENDED**
AUDIENCE	**STUDENTS**
IMPLEMENTATION	**SEND CORDINATOR AND COUNSELLORS**
ISSUED FOR	**STUDENTS, STAFF AND PARENTS**
DATE OF REVIEW	**Reviewed : APRIL 2017** **Next Review : MARCH 2018**
LEAD PROFESSIONAL	**PRINCIPAL**

INTRODUCTION

Ambassador 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 help to ensure that we recognize and support the needs of those children in our school who have been identified as "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 the case of a gifted student, whilst exceptional potential will be present, they 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.

Approximately 10 per cent of the children in our school will be considered as gifted, more able and/or talented. 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. Our aims are:

To agreed on shared definition of the terms “more able”, "gifted" and “talented”.

- To ensure that 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 schools. It is important to note that **no single process should be used in isolation.** The identification process needs to be on going, never “once and for all” and will always veer on the side of the positive. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on SEND register. The gifted and talented register will be regularly reviewed and updated trebly to ensure it broadly reflects the school’s population in terms of gender, ethnic and socio-economic background.

Identification is usually made by:

- Teacher observations and nomination
- Reports from previous schools
- Teacher assessments

- Pupil's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer and self-nomination
- Information provided by external agencies (e.g. sports organizations, music tutors, etc.
- Standardized assessment of cognitive development and ability that can only be administered by a psychologist.

Selection criteria for G&T and Potential G&T in Ambassador School Dubai for standardized assessments.

- Cat 4 – Stanine 9 – greater than 126- Observation over a year
- ASSET – Stanine 9 – greater than 93 – Observation over 2 years
- ASSET talent search list
- 2 years of internal marks above 90% in individual subjects
- Teacher observation of checklists
- Consistently exceptional performance in the gifted/talented area

Once identified, the respective teachers will work alongside the Gifted and Talented Coordinator to validate this nomination with assessment data. If agreed that the

Criteria is met, the child's name is entered in the G&T list

Provision

Provision within the curriculum

All teachers will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning. The school is currently

developing the capacity for independent learning, and we envisage giving gifted and talented students more access to independent extension activities.

Out of class activities

The following are offered and although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skill.

- Flexible Learning Days (During Ethics)
- Curiosity corners (Primary & Secondary)
- Projects
- Academy clubs (ECA &CCA)
- Musical and sporting activities (Expressions and Sports Day)

Provision through outside agencies

Parents/carers should inform the school if their child is engaged with any gifted and talented programme outside the school, e.g elite squad in a sporting activity. The school will then, through discussion with the parents/carers and coaches, support the student to manage both their learning and their activity to success.

The Gifted and Talented Coordinator has overall responsibility for:-

- Ensuring that the policy is implemented.
- Compiling and updating the register termly.
- Coordinating the monitoring of progress of the gifted and talented students on the register.
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.
- Ensuring that all staff are fully aware of the G and T cohort and goals to achieve

The principal is responsible for overseeing progress and providing feedback to the advisory board and SLT by:-

- Ensuring that the G&T coordinator implements the policy and coordinates the monitoring of progress.
- Ensuring that the professional development programme 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 register 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 and ensuring that all curriculum staff considers the range of strategies identified in this policy.

Continuing Professional Development

- Regular training for coordinators and governor
- Appropriate in-service training for all staff
- Network with G&T Coordinators 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 Development Plan
- This policy and the success of the school's provision for the gifted and talented students will be reviewed annually by the Coordinator/Principal.

Links to other Policies

This G&T policy should be read in conjunction with the SEND policy.

Approval by the Advisory Board and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy Approved: _____
(Chair of the Advisory Board)

Date: _____

Date of Policy Review: _____