

GIFTED AND TALENTED POLICY

1.0 Objectives

The objective of this document is to describe the gifted and talented policy.

2.0 Scope

This process applies to GIIS Dubai.

3.0 Policies

At GIIS Dubai, we believe in providing the best possible provision for students of all abilities. Teaching and learning are planned so that each student can aspire to the highest level of personal achievement.

AIMS

GIIS aims to:

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for the needs of the full ability range both within and beyond the curriculum.
- To raise the aspirations of all students through an ethos of high achievement and challenging learning opportunities.
- To help children realize his or their full potential and optimize their self-esteem.

GIFTED AND TALENTED

Definitions as per KHDA inspection framework 2015-2016 p:119:

“The definitions of gifted and talented students take account of the ‘Differentiation Model of Giftedness and Talent’ and align with international best practice.”

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”.

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.

- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well-focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world.
- 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.”

IDENTIFICATION

Identification of students Gifted and talented students at GIIS 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:

- ❖ Students with a CAT4 score of 120-129 in one or more areas with an attainment below expectation are identified as highly able.
- ❖ Students with a CAT4 score of 130 or above in one or more areas with an attainment in line or above expectation are identified as gifted and talented.

MEANS OF IDENTIFICATION

- Referral by teachers of students with explicit higher ability
- Teacher Observation/Checklists/Survey
- Student input form
- Exceptional levels of competence in the specific domains of human ability recognition.
- Internal Assessment – Score A1 for English, Science, and Mathematics across the year
- Parent nomination with supporting documentation
- Previous school records, at time of admission
- External Educational Psychologists report if required
- School assessment data using CAT4

PROVISION FOR GIFTED AND TALENTED STUDENTS

Curriculum enrichment involves departures from traditional use of time and space – fast tracking, vertical grouping, mentoring, enrichment clusters, working offsite, master classes, extension classes etc. The content consists of ideas, concepts, descriptive information, and facts. Content, as well as learning experiences, are modified through acceleration, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials. Students are challenged by questions that require a higher level of response or by open-ended questions that stimulate inquiry, active exploration, and discovery. Our gifted students provided with the best receptive, non-judgmental, student-centered environment that encourages inquiry and independence, includes a wide variety of materials, physical movement, is generally complex, and connects their school experience with the greater world

- Stimulation – activities and experiences which bring the student in touch with different kinds of topics or areas. This could include speakers or visits
- Creative or critical thinking – open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced study
- Investigation and enquiry – following planned programmes of study from external organizations.
- Leadership – opportunities for displaying leadership skills amongst peers and the wider school learning community.
- Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.
- Time for independent study
- Participation in competitions and concerts within the UAE
- Presenting work in school exhibitions
- Flip classes run by specific departments
- Participation in school and inter school team events
- School leadership opportunities
- Active participation in school innovative clubs and other activities Assessment
- Different starting and finishing points for a task
- Extension activities to broaden a pupil's knowledge and skills
- Encouraging a student to pursue their own lines of research and methods of presentation
- Additional time to work on a specific programme or topic to enrich and promote flexibility in the pupil's thinking
- Opportunities to share knowledge and interests with the peer group
- Asking the student to set own learning targets
- Involving the student in evaluating their own progress
- Gifted and Talented Club Meetings: provide students with the opportunity to engage, collaborate and showcase their talents while also discussing challenges they encounter. These sessions are complemented by specialized pull-out programs facilitated by the Department of Inclusion and Wellbeing.

ASSESSMENT

- Extension activities to broaden a pupil's knowledge and skills
- Encouraging a student to pursue their own lines of research and methods of presentation
- Additional time to work on a specific programme or topic to enrich and promote flexibility in the pupil's thinking
- Opportunities to share knowledge and interests with the peer group
- Asking the student to set own learning targets

- Involving the student in evaluating own progress

MONITORING AND REVIEW

The progress of all our students is monitored carefully by class and subject teachers by formative and summative assessments. The progress of the gifted and talented student is assessed, evaluated and noted at Parent/ Teacher meetings. The Heads of Department, in liaison with the Inclusion Champion. The monitoring includes feedback from staff, parents and pupils, as well as regular classroom observations of teaching and learning.

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