

## Gifted and Talented (G&T) Policy 2021-2022

Date	Review Date	Lead Policy Writer/s	Leader Responsible
September 2021	August 2022	Craig Stibbs	Cheryl McSweeney

### Introduction

*“NAS Dubai champions an ambitious education and believes there are no limits to what our students can achieve for themselves and for others”*

### Aims & Objectives

#### Ethos and Purpose

The main purpose of this policy is to inform and give guidance to all partners regarding provision for Gifted and Talented (G&T) students at NAS Dubai. This is to ensure that these students are appropriately challenged to reach their full potential and will be done by;

- ensuring there is appropriate stretch and challenge in every classroom
- opportunities are created to further students particular abilities outside of the classroom.

This supports the mission statement of ‘Be Ambitious’ at NAS Dubai and the policy will ensure that;

- the needs of those students who are G&T are identified and, on the basis of assessment, appropriate and personalised provisions are made.
- a framework of support exists to enable staff to respond appropriately to the needs of students.
- all students are valued equally and each student is enabled and encouraged to develop his/her potential.
- students who are G&T benefit as fully as possible from their education and that their needs will be met during their time at NAS Dubai.
- Students exceed age related expectations and make outstanding progress

### Roles and Responsibility for the Policy

#### Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy
- work closely with subject leaders and staff
- ensure compliance with the legal requirements of the KHDA
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - scheduling work trawls
  - discussions with pupils, parents and members of the wider community
- annually review the success and development of this policy with the relevant stakeholders

## **Role of the Policy/Subject Leader**

The Policy/Subject Leader will:

- lead the development of this policy throughout the school
- work closely with the Principal, SLT and all teachers
- be accountable for standards in this subject area
- monitor standards by;
  - auditing the subject area
  - monitoring teachers planning
  - monitoring interventions
  - lesson observations
  - scrutinising student's work
  - discussions with students
  - discussions with parents
  - discussions with teachers
  - measuring progress using data

## **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- provide all students with appropriate provision to enable them to learn and the appropriate teaching methods and arrangements required, to enable him/her to gain access to the curriculum
- provide opportunities for access to learning and progression for all students to meet their full potential, personal and educational, alongside their peers
- make a record of the students who are raising concerns and/or are working significantly below age related expectations on the relevant forms and discuss these concerns when meeting with their year leader as well as the leader of assessment and tracking
- observe a student that they have concerns about (behavioural, cognitive, social, emotional, etc.) in a variety of settings (e.g. playground, group work, class activities) and gather evidence for their concerns
- Read and use the Personal Summaries available on the P drive to inform planning for appropriate challenge
- Ensure appropriate Teaching & Learning strategies are implemented
- Ensure appropriate Stretch & Challenge activities are provided

## **Role of Students**

Students will:

- take ownership of their own personalised learning (where appropriate)
- be involved in the planning of their support
- strive to achieve their own personal goals
- be ambitious
- take risks
- have high aspirations

## **Role of Parents/Carers**

Parents/carers will:

- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations

- curriculum development workshops
- create opportunities outside of the classroom to stretch & challenge their child

## Policy

According to the KHDA:

A **Gifted** student is “a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability” (who may actually be underachieving)

A **Talented** student is “a student who has been able to transform their ‘giftedness’ into exceptional performance” (exceptional levels of performance)

*(taken from the UAE Schools Inspection Framework 2016/2017)*

### Identification Process

Students have been initially identified through external standardised GL and CAT 4 testing in addition to teacher identification, and a central list is created for staff to use.

- The top 5% of each year group in secondary are selected from the CAT scores.
- In primary, the students are identified through top scores in the specific batteries of the standardized CAT scores and cross-referenced with teacher identification.
- In secondary, additional subject specific identification is completed by teacher judgement, using KHDA guidance in conjunction with CAT scores.
- In KS1 (Year 1 and Year 2) and Early Years, teachers have the opportunity to discuss G&T students, however these will be officially tracked at the start of Year 3.
- Identification in specialist subjects will start from Year 3.

### Provision and Auditing

Personalised provision will first and foremost, be provided within the classroom. Regular auditing will allow the G&T team to keep track of this provision to ensure that it is of the highest quality and appropriate for the student. Each audit will take place to create an overview of the opportunities taking place in school. This is a work in progress and is dependent on feedback from staff and students.

The audit will consist of the following:

- Book trawls
- Learning walks
- Students recognised on lessons plans and day to day provision inside and outside of the classroom is briefly outlined
- Resources available to teachers to cater for the G&T pupils in their classroom to stretch & challenge
- Online resources will be provided for teachers
- Resources and technology will be available to students to extend their own learning inside and outside of the classroom
- Opportunities for leadership roles in lessons and outside

Some of the examples of provision that could take place outside of the classroom are:

- Trips will be arranged to allow students to extend their learning through challenge and opportunity and may consist of national and regional competitions
- Specialist workshops and CCA options for G&T students
- Student voice meetings to ensure involvement and feedback on opportunities.
- Extension material relevant to current topic to encourage 'out of the box' thinking.
- Internal provision – (Secondary) Robotics competitions and CCA, Juilliard Performing Arts events, World Scholars Cup debating contest, Drama productions, Maths competitions, Art competitions incorporating Global Campus

### **Monitoring/tracking in the future**

- Identifying and termly monitoring of the progress of G&T students within the school.
- Termly interim checks to monitor student progress against their individual targets, based on CAT indicators.
- Primary students data is analysed and monitored termly (G&T students are expected to be achieving level 1).
- Liaising with heads of year, heads of department and cross phase leaders on an update to the progress of G&T students.
- Documents on the shared drive with a copy of the school's G&T policy and register so that teachers have access to information about any particular child that they are currently teaching.
- The G&T register will be annually reviewed by class teachers, specialist teachers, the Personalised Learning Team and G&T coordinators.
- Students awareness of their own progress through tracker stickers on books.
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### **Relevant Professional Development**

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy during the induction period
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Self-Evaluation & School Improvement	▪ Assessment
▪ Inclusion	▪ International Baccalaureate Diploma Programme

<b>Principal:</b>		<b>Date:</b>
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### Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Necessary resources in place				
• Policy available from the school administration				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

<b>Lead Reviewer:</b>		<b>Date:</b>
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<b>Principal:</b>		<b>Date:</b>
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### Policy Approval

<b>Policy Title:</b>						<b>Date written:</b>			
<b>Policy written by:</b>						<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Principal</b>	<b>Senior Leadership Team</b>	<b>Teachers</b>	<b>TAs</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Other relevant stakeholders</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date when approved by Principal:</b>			<b>Date when presented to stakeholders:</b>			<b>Date implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>Staff Handbook</b>			<b>Student Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		