

Gifted and Talented Policy

1 Purpose

A vibrant learning community, nurturing happy, confident and accomplished students who, through a commitment to academic and personal excellence, progress beyond limits. We acknowledge, though, that within our cohort are those students who can be identified as more able and/or exceptionally able. These are students whose characteristics and learning behaviours indicate:

- they are performing significantly above their peers OR
- have the potential to perform significantly above their peers.

2 Scope

TSPS acknowledges that these students will require additional targeted support to ensure their performance is maximised to:

- ensure that all G&T students are clearly identified and known to all staff
- ensure that the school caters for the needs of the full ability range both within and beyond the curriculum and that the performance of more able students is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community;
- raise aspirations of all students through a school ethos of high achievement, high performance learning behaviours and challenging learning opportunities;
- provide an inspiration to other students through appropriate student role models.

3 The Role of TSPS

To achieve these aims, TSPS will:

- assign the Head of Inclusion to lead on developing provision;
- work with the departmental inclusion champions to disseminate information and training;
- apply a variety of methods to ensure G&T students are identified;
- continue to develop a whole school enrichment programme which will provide opportunities for students to maximise their potential;
- promote and develop higher order thinking skills and personalised and differentiated learning across the curriculum in line with the High-Performance Learning (HPL) advanced cognitive characteristics and values attitudes and attributes;
- provide a programme of CPD for staff;
- implement a cycle of monitoring to review the effectiveness of the schools' provision;
- offer parental engagement opportunities during the academic year.

4 Supporting UAE Vision (The UAE National Agenda)

The United Arab Emirates Vision 2021 has education as its foundation, both explicitly and implicitly. Vision 2021 includes aspirations for citizenship, a spirit of entrepreneurship, enhanced educational attainment, and a knowledge-based economy driven by innovation, research, science and technology.

The realisation of these aspirations requires a world-class education system, responsive to national needs and aligned to international standards. TSPS believes that our students achieve beyond limits and our G&T provision supports enhanced educational attainment as part of the UAE Vision 2021.

5 Definitions

Within TSPS we use the terms More Able and Exceptionally Able Students.

- 'More Able' defines those students who have demonstrated uncommonly high potential knowledge and/or skills in one academic or non-academic area of experience.
- 'Exceptionally Able' are students who possess exceptional ability in most or many areas of experience.

5.1 Identification of 'more able' and 'exceptionally able' students

More and Exceptionally Able (G&T) students will present with different learning behaviours and attributes, they are likely to have their own particular area(s) of more or exceptional ability. Therefore, multiple criteria must be used in the identification of G&T students, and data should be gathered from a range of sources. A student should be evidenced as meeting three or more of the following criteria.

The G&T provision at TSPS encompasses the range of attributes and behaviours that pupils might display at TSPS. The G&T pathway sets clear criteria for identification of students in writing, reading, mathematics, science, Arabic, Islamic, P.E., art, music, drama, D.T .

TSPS's G&T provision states the requirements, identification, use of data and three waves of enhanced provision in each subject area.

Wave 1: Quality First Teaching

Wave 2: Additional, and different, in-school provision

Wave 3: Wider opportunities

5.2 Identification Criteria

- School assessment data.
- Standardised assessment scores (such as the GL Assessment).
- PASS data (Pupil Attitudes to Self and School).
- CAT 4 assessment data.
- Informal observation and heightened awareness of 'other behaviours of more able students.
- Referral by teachers of students with potential.
- Observational checklists.

- Anecdotal information, especially relating to arts, sports or out of school activities.
- External Assessment results
- Staff nomination

6 Dual and Multiple Exceptionality (DME)

This term is used to describe those students who have one or more special educational needs and disabilities and are also G&T students.

7 Provision

7.1 Quality-First Teaching (Wave 1)

Wave 1 recognises that quality-first teaching, uses strategies such as:

- The use of groupings and roles within groups to support G&T students
- Adding breadth (for example, enrichment through broader range of tasks and resources)
- Increasing depth (for example, extension through complexity)
- The promotion of higher order thinking skills through tasks through the implementation of the HPL advanced cognitive performance characteristics (ACPs)
- Opportunities to transfer skills across curriculum areas and within real life contexts through the implementation of the HPL values, attributes and attitudes (VAAs)
- Differentiation and questioning within subject areas to ensure the stretch and challenge of all students

7.2 Additional, and different, in-school provision (Wave 2)

- Extra-curricular activities for all students
- Development of student leadership skills
- Where appropriate, the school will support students and parents by inviting outside agencies to provide additional provisions
- Opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.
- ADDI

7.3 Wider Opportunities (Wave 3)

- Links to UAE Vision 2021
- Wider community impact and intention
- Broad range of opportunities to work with external organizations such as World Scholars' Cup, MUN, UK Maths Challenge, Trinity College London, COBIS and BSME
- External accreditation (such as HPL, Wellbeing and the International Inclusion accreditation)

8 Reviewing the Register

The register is continuously updated throughout the academic year to ensure that it remains current and reflective of the needs of students. All staff have the

responsibility to recognise and communicate a student's potential to the student, subject leader and G&T Co-coordinator.

9 Responsibility

The management and evaluation of this policy is the responsibility Heads of department and Head of Inclusion. This role will involve:

- collating the register;
- reviewing termly the progress of students;
- reviewing the curriculum offer to ensure it is meeting the needs of the student;
- reviewing the in-school enrichment programme;
- ensuring that the school's CPD programme includes relevant aspects of provision;
- ensuring that all staff are aware of the G&T cohort and their target levels.

10 Training and Resources

Training sessions are facilitated to ensure that all staff are aware of the learning needs of G&T students and are able to support them fully. Training is delivered, via staff CPD, publications and a number of whole school training sessions. During induction new staff will be informed of the G&T policy, provision and practice within TSPS.

11 TSPS's G&T Evaluation and Development

The G&T Team, at TSPS will meet termly to share and further develop good practice, and to keep up to date with local and national incentives and opportunities which will add to the Schools' G&T provision.

12 Reviewing the Policy

The G&T Policy will be reviewed annually by the SLT member in charge of Inclusion, Head of Inclusion and Coordinator to ensure that the guidance provided is up to date with best international practice.

Review Date: October 2020

Completed: Head of Inclusion, SLT Next review: June 2021