



Gifted and Talented Provision



Aims

At DESS we are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children. Our irresistible teaching and learning aims to maximise opportunities and develop the children's confidence to enable them to challenge themselves and take risks. Our pupils are individuals, benefiting from an education that is suited to their particular needs and abilities. This clearly includes children who display some form of exceptional ability or talent.

To ensure that these pupils 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 academic areas or a chance to aspire for creative or physical excellence. We must still ensure that the holistic needs of the child are met thereby providing a well-rounded education.

Definitions

The DCSF (Department for Children, Schools and Families) defines able, gifted and talented learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities.)"

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than Art, Music and PE. They have the capacity for, or demonstrate high levels of performance in an academic area. This also includes children who are leaders or role models who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement in one or more practical subjects including skills such as art, music, sports or the performing arts.

The KHDA 2015-2016 Inspection Framework definitions take account of the 'Differentiated 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 actually 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.

DESS recognises that the KHDA identifies students with special gifts and talents are one of the groups most at risk of educational exclusion and we strive to prevent this.

Identification

Before identifying a pupil as able, gifted or talented in a particular area we aim to ensure that all students have had the opportunity to learn and succeed in this area. This ensures a fair identification process.

Identification must be based upon ability and not on achievement. Some children can under-achieve for a variety of reasons such as: peer pressure, behavioural issues, special educational needs or reluctant learners. All staff need to be aware of this and look for 'hidden talents'. Both qualitative and quantitative information can be used for identification purposes.

An able, gifted and talented student should be identified using a variety of methods, including elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Self-nomination
- CAT scores above 130
- PTM and PTE results above 130
- Identification by a previous teacher, previous school, external agency or organisation

It is worth remembering that able, gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Very able but with a learning difficulty or disability that masks their skills
- Behavioural difficulties

Provision for the able, gifted and talented

At DESS our focus is to improve provision for able pupils in the day to day teaching and learning. The three basic ways of meeting the needs of these pupils are *accelerated, enrichment and extension*.

Accelerated consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year or through simply giving them work which would usually be given to older pupils. At DESS we focus on *enrichment* and *extension* as the two main strategies for meeting the needs of able, gifted and talented pupils.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study or adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Classroom Provision

- All teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- There is access to higher level tests for assessment
- An understanding and expectation that the 4Cs are inbuilt to classroom practice
- Pupils are encouraged to be independent
- Pupils have the opportunity to work with like-minded peers

School Based Provision

- School based clubs - some by invitation only
- Enrichment opportunities - Dubai Schools Junior Enrichment League competitions
- Specialist teaching

- Intervention groups
- Partnership with DESC
- School Council
- Wide range of extra-curricular activities and clubs
- DESS Factor
- Recognition and celebration of achievements in external activities e.g. football, netball, gymnastics, swimming, diving, cricket, martial arts
- Performing arts and music

Process for Review and Development

The teacher responsible for able, gifted and talent pupils is responsible for:

- Updating and reviewing the information record of pupils on the able, gifted and talented register and monitoring their progress
- Ensuring liaison with parents where necessary
- Reviewing the policy
- Monitoring provision
- Identification of suitable mentors for pupils
- Provision of any necessary resources
- Keeping up to date with current practice and disseminating to staff
- Consulting with staff, SLT and Board of Governors

Aileen Davidson

June 2017

References:

High Performance Framework - Professor Deborah Ayre (1973)

National Council for Curriculum Assessment: Gifted and Talented Pupils: Guidelines for Teachers (2007)

United Arab Emirates School Inspection Framework 2015 - 2016

