

Gifted, Talented & More Able Policy

At Pristine Private School we are committed to providing high quality education for the holistic development of *all our students*. We provide a rich, challenging and stimulating curriculum to benefit all children of all abilities.

The recognition and meeting of the individual needs of able students will raise expectations, create a culture where success and achievements are valued and therefore raise standards across the school community.

Aims

- ✓ To personalise learning, which is differentiated in depth and pace, for all our students including ***Gifted, Talented and More Able***.
- ✓ To recognise, identify, challenge and stimulate our ***Gifted, Talented and More Able***.
- ✓ To embed an inclusive approach ensuring that students receive specialist support and guidance.

Definitions:

Gifted, Talented and More Able

The KHDA 2015-16 Inspection Framework definitions take account of the Differentiation Model of Giftedness and talent' and align with international best practice:

1) Gifted: 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.

2) Talented: 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.

3) 'More able' is typically used to refer to students who have high potential or ability, but who may not necessarily be identified as "gifted" or exceptionally able." These students may require additional support and challenge to reach their full potential.

4) *Dual or multiple exceptionality (DME)/Twice exceptional*

Students who are neurodiverse learners and have two or more 'exceptionalities' that must be properly addressed in order to meet their atypical needs. Usually a gifted person with learning challenges.

5) *English Language Learners (ELL)*

English Language Learners (ELL) are students who do not meet the English Language requirement upon entry into the school to access the curriculum fully and are given particular care. High quality intervention is provided immediately upon entry to ensure that these students are not overlooked due to their language proficiency barrier.

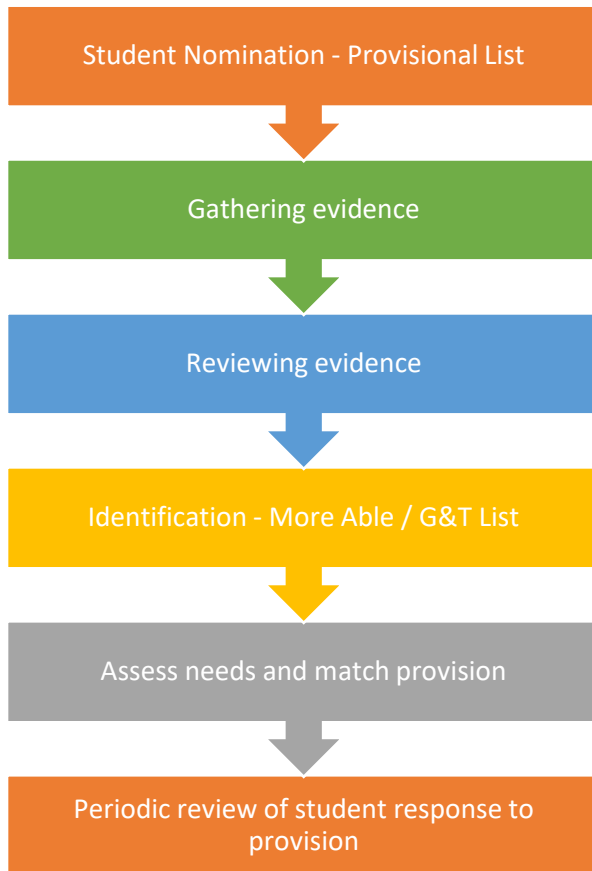
We recognise that the students who are Gifted and Talented may demonstrate high performance learning and possess exceptional skills in one or more of the following multiple intelligence areas: -

- ✓ Linguistics
- ✓ Logical
- ✓ Visual-spatial
- ✓ Kinaesthetic
- ✓ Musical
- ✓ Inter-personal and social
- ✓ Intuitive/Intra-personal
- ✓ Naturalist
- ✓ Creative

Identification

A range of data points both quantitative and qualitative are referred to support the identification process:

**Any 3 data points (qualitative/quantitative) can be considered as a starting point for beginning the identification process. (Refer to Identification Process – Appendix 1)*



- Teacher Observations
- Internal School Data – Attainment and Progress
- External (In – School) Data – Cognitive and Standardized Assessment
- Screening Checklists
- Anecdotal information, especially relating to arts, sports or out of school activities.
- Expert Nomination
- Parental Nomination
- Self-Nomination

Key Indicators:

- School assessment data - working at a level above their year group.
- CAT 4, GL Progress Tests. NGRT scores 125+
- Exceptional Performance in competitions, events and representation of school, community and /or country level in competitions



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Provision

All staff are committed to:

Quality First Teaching

In school provision for well differentiated, additional experiences both in class and through extended project – based opportunities.

Wider experiences nurturing the ability.



Curriculum Compacting

Adding breadth and/or increasing depth to the curriculum

Range of Internal and External Events and partnerships with agencies for participation and community service.

Opportunities to demonstrate high levels of Social Responsibility, Enhanced Leadership and Entrepreneurial skills

School fosters Local and Global partnerships to provide experiences that nurture the gift or talent adequately

Seek the support of a Special Educator / External Agency for specialist guidance.



The needs of ***Gifted, Talented and More Able*** students are met through: -

- **Personalised Learning -**
 - The provision of a challenging curriculum where tasks are appropriately differentiated by support, resource, outcome, task and content.
 - Appropriate stimulating and challenging grouping.
 - Provision of an effective, stimulating and efficient learning environment, reflecting elements of Assessment for Learning and personalised learning
 - Questioning techniques, which use higher order questions to challenge and develop thinking skills (analysis), creative thinking, speculation, evaluation, justification, inference, hypothesis and synthesis.
 - Advanced AI Tools to complement learning, where appropriate.
 - Assistive Technology

- **Curriculum Compacting-**
 - Tailoring the curriculum's level and complexity to individual cognitive needs and academic readiness of the ***Gifted, Talented and More Able students***.

- **Extension and Enrichment-**
 - Visiting experts, subject specialists, participation in special competitions, links with external agencies etc.

- **Academic Counselling-**
 - University guidance on specialist programmes catering to the specific need of ***Gifted, Talented and More Able students***.

- **Social and Emotional Well-being-**
 - Support by pastoral counsellor
 - Check-ins by teacher, counsellor, SMT member
 - Setting up buddy groups to nurture and build life skills alongside the gift/talent.
 - Student-led after school clubs, workshops and mentoring for younger students.

Monitoring and Evaluation

The G & T coordinator/s will monitor students' progress across all areas using school tracking documents, ensuring liaison with parents where necessary. Subject Leaders will also monitor students who are gifted, talented and more able in their respective subject areas.

The Principal, SLT, G & T coordinator and Inclusion Lead will monitor the effectiveness of the provision, which will be reviewed on a regular basis. Collaborative Learning Reviews will take place at scheduled intervals throughout the year to quality assure that the identified students are being appropriately challenged or and/or supported.

Roles and Responsibilities

The SLT will: -

- ✓ Monitor the '*Gifted and Talented*', '*More Able*', lists and provision for the students.
- ✓ Monitor the planning across the school to ensure that extension activities are planned into the curriculum and meet the identified needs of the students.
- ✓ Review work and enrichment activity portfolios.

The SMT will: -

- ✓ Work in collaboration with subject teachers and the G&T coordinator to identify *Gifted, Talented and More Able* students.
- ✓ Monitor the provision and progress of students identified as Gifted, Talented and More Able in their specific subject areas.
- ✓ Work with teachers to ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide stimulating practical engagement and challenge for all students.
- ✓ Ensure provision of appropriate resources to stimulate and extend thinking.
- ✓ Organise/arrange appropriate subject specific enrichment activities for the students.
- ✓ Analyse assessment data and provide recommendations to the G&T Coordinator after each data drop.

- ✓ Ensure that adequate information is provided about the **Gifted, Talented and More Able** students during transition between classes at the end of each academic year.

Class Teachers and Subject Teachers will:

- ✓ Assess/gather data to support the nomination.
- ✓ Take steps to liaise with SMT and identify **Gifted, Talented and More Able** students across their year groups.
- ✓ Agree, plan and implement appropriate provision.
- ✓ Modify regular curriculum and instruction technique based on the needs of **Gifted, Talented and More Able** students.
- ✓ Compact curriculum enabling G & T students to focus on the more complex aspects of the content according to their starting points.
- ✓ Include provision in medium- & short-term plans as appropriate

Students will be guided to:

- ✓ Actively involved in their learning and aim to deliver high-quality output.
- ✓ Understand and engage in discussions about their growth and achievement.
- ✓ Leverage opportunities to enhance and extend their knowledge both inside and outside of the classroom.
- ✓ Seek additional support or challenge when appropriate.

This policy needs to be read in conjunction with the following policies: -

- Curriculum
- Teaching and Learning
- Inclusion
- Wellbeing

Policy Details	
Version Date	2023
Last Review	March 2023
Next Review	March 2024
Reviewed & approved by	SLT



Appendix 1 - Gifted, Talented, More Able - Identification & Review Process

