

WISE INDIAN PRIVATE SCHOOL						
King Faisal Street						
Al Riqqah,						
Umm Al Quwain						
UAE						
POLICY NAME		<u>Policy on Gifted & Talented</u>			POLICY NO.	WISE/POL/ACA/007
EFFECTIVE DATE	April 1, 2021	DATE OF LAST REVISION	March, 2024	VERSION NO.	002	

VERSION HISTORY					
VERSION	AUTHOR	REVISION DATE	DESCRIPTION OF CHANGE	APPROVED By:	Signature of Approving Authority:
001	Sheeba Ibrahim Vice Principal	April 1, 2021	New Policy Draft	Sofiya Singh Principal	
002	Sangeeta Anand Vice Principal	March 1, 2024	Policy Revision	Anjana Iraddi Principal	

INTRODUCTION

At Wise Indian Private School, we value personal success and achievement. We celebrate success and we encourage our students to challenge themselves and take risks by maximizing opportunities to showcase their gifts & talents. Many of our students display exceptional gifts & talents and to ensure that they reach their full potential it is important to nurture cognitive abilities at a high academic standard and to promote development of physical or creative excellence.

To implement robust and effective systems for identifying and nurturing gifted and talented students, ensuring they are provided with stimulating and challenging learning experiences. We strive to create a dynamic educational environment where all students are encouraged to excel, with a focus on personalized growth and high achievement. By continuously refining our curriculum and teaching approaches, we aim to offer diverse opportunities that foster creativity, critical thinking, and excellence in all areas of student development.

DEFINITIONS

Able learners are defined as those who have abilities in one or more subjects in the 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 students are defined as those with an innate ability who present a natural, outstanding aptitude or competence for exceptional performance.

A talented student 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 MOE (2015-2016) aligns definitions 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 domains 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 underachieve.
- 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.

OBJECTIVES

The aim of this policy is to ensure a consistent approach to the identification and support of the gifted/talented child. Our aims are:

- To agree on shared definition of the terms “more able”, "gifted", "talented"
- To ensure that identification of talented or gifted pupils as early as possible
- To ensure that we recognize and support the needs of all our children;
- To enable children to develop to their full potential;
- To offer children opportunities to generate their own learning;
- To ensure that we challenge and extend the children through the work that we set them;
- To encourage children to think and work independently.

IDENTIFICATION

Identification of gifted and talented students will be made after an assessment process that demonstrates above age-related attainment. Assessment information will be gathered from three or more of the following sources:

- Teacher / staff nomination
- Checklists
- Cognitive assessment – Standardized score of 128 or higher
- Test results/teacher assessment
- Observations
- Parental information
- Peer/self-nomination
- Achievements / accolades in school and external organizations.
- Identification by a previous teacher, previous school, external agency or organization

Once identified, the class teacher will work alongside the Inclusion Team to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T register and parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

ROLE OF THE SUPPORT TEAM

Specialist staff will also track the wellbeing of students on the gifted and talented register. The inclusion team along with HOS are responsible for monitoring the provision setup for each student.

The School Counsellor and Subject Leaders will:

- The role of the school's support team must support parents and teachers with the process of gifted and talented identification through monitoring data, completing observations, carrying out specialist assessments and coordinating specialist provision where required.
- Support and oversee identification and provision for the whole school and liaise with all members of the teaching staff, reporting to the senior leadership team.

Teachers will:

In line with the teaching standards and guidance from the UAE Schools Inspection Framework, it is a whole school responsibility to cater for the needs of all students, regardless of ability. Therefore,

- Every teacher is responsible and accountable for all students and for the everyday provision of quality first teaching to ensure that students who are gifted and talented achieve their potential and are challenged appropriately and successfully in the classroom environment and beyond.
- Subject leaders are responsible for individual educational needs provision in their subject areas. Class teachers are responsible for this provision in their class.
- Teachers will ensure that the curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.
- Before meeting a new class, all staff should make themselves aware of those students in each of their classes who are on the Gifted and Talented register and communicate where possible with the previous teacher in order to ensure that progress continues and transition is smooth.
- Participate effectively in the identification, assessment and referral process.

Parents as Partners:

The school prides itself on the partnership it has with parents. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important for students who have learning support needs, including those who are gifted and talented, to have the support and encouragement of parents so that they can achieve success. The school considers parents as partners in the student's learning and encourages parents to view themselves as such.

Parents will always be kept informed about their child's learning and regular communication will take place. The school counselor is always available to meet with parents to discuss their child. Parents will be fully informed and consulted regarding strategies that have worked in school and can be used at home.

PROVISION

All teachers must maintain high expectations for their students. Tasks must be carefully designed to align with each student's existing knowledge, skills, and understanding, and individual targets must be developed based on the student's area of giftedness or talent as part of their Advanced Learning Plan. Extension opportunities and open-ended tasks are planned to promote higher-order thinking skills. Students have access to higher-level assessments and are encouraged to work independently, often alongside like-minded peers.

The school offers a variety of enrichment opportunities, including committees, entry into competitions etc. Students can engage in a wide range of extracurricular activities such as football, volleyball, performing arts, and music. Achievements in external activities are recognized and celebrated, fostering a culture of excellence and holistic development.

STRATEGIES AND SUPPORT EXPECTATIONS

All students identified as gifted and talented must be recorded on the school gifted and talented register. These students will be set additional targets and will be a focus group for discussion during progress meetings. Some students may be withdrawn from class to attend targeted interventions or specialized extension lessons as appropriate. Occasionally, students who exceed all learning outcomes across the curriculum for their age will be offered an alternative curriculum.

STAFF DEVELOPMENT

- Gifted and talented CPD will be provided by the School counselor/SENCO to all staff at the start of each academic year.
- All the staff will be trained to plan accelerated lesson plans for the G&T students.
- All staff will be advised on new additions and amendments to the gifted and talented policy.

The Inclusion Team will be advised regarding changes to the entries on the gifted and talented register.

THE SCHOOL REGISTER

Students identified by the school as Gifted and Talented will be entered into the school register, which is reviewed twice a year during student target setting to evaluate whether they are reaching their full potential. Progress will be closely monitored to ensure that each student has ample opportunities to grow and develop their abilities.