



GEMS Winchester School Dubai



Gifted and/or Talented Policy (Whole School)

Person(s) Responsible: Deputy Head Teacher (Children's Services) & Gifted and/or Talented Coordinators

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1. Introduction

At GEMS Winchester School Dubai (WSD), we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. In accordance with the inclusive ethos of WSD, all students are given full access to all areas of learning and teachers endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. At WSD, we value the individuality, gifts and talents of all our students.

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2. Aims of the Policy

The aims of the Gifted and/or Talented Policy are:

- To ensure that all Gifted and/or Talented students are clearly identified and known to all staff
- To ensure that the school caters to the needs of the full ability-range, both within and beyond the curriculum, and that giftedness is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community
- To raise the aspirations of all students through an ethos of high achievement and challenging learning opportunities

We know that many students might have additional educational needs at sometime during their school life. At WSD, we recognise that students have gifts and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning.

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3. Gifted and/or Talented Definitions

For the purposes of clarity, WSD acknowledges and supports the definitions of Gifted and/or Talented that are stated in the United Arab Emirates School Inspection Framework and which clearly defines these terms as follows:

- *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 and talented 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*

United Arab Emirates School Inspection Framework, page 119

It is also worth noting that all Gifted and/or Talented students have the potential to be highly able, but not all highly-able students are truly gifted. For example, a highly-able student will often know the answer to questions but a gifted learner will ask questions.

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4. Identification of Students

It is important to note that 'Giftedness' is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socioeconomic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities.

However, WSD has a clear process for identifying students as Gifted and/or Talented. At WSD, Gifted and/or Talented students are considered to be students of high ability who are judged as showing outstanding skill in one or more of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability

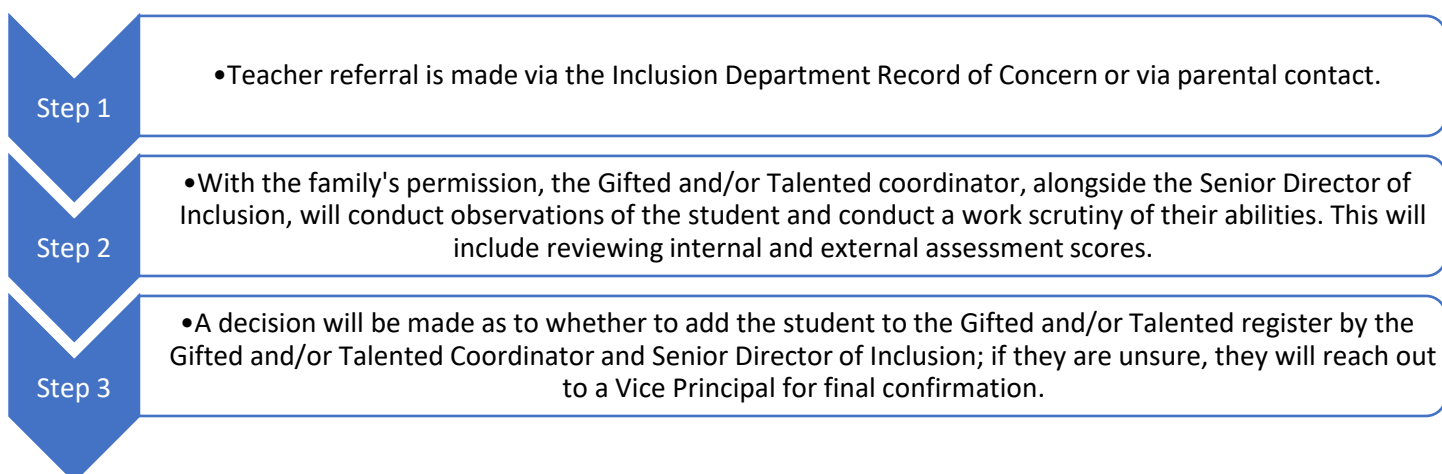
For the purposes of our Gifted and/or Talented register, we only identify students from Year 4-Year 13. This is because in year groups that are younger than this, differential rates of development mean accurate identification for these students is challenging. However, in FS1-Year 3, we do identify students who have high levels of language development as students who will require additional stretch and challenge.

Students are identified in the following ways:

Academic Gifted and/or Talented

- Any student who has a CAT4 standardised score (SAS) of 130+ in any of the CAT4 batteries is automatically added to the Gifted and/or Talented Register

However, students may also be identified through a referral system: teachers can identify a student through our Record of Concern system used for any Inclusion Department referral. Furthermore, parents can make a referral via the Gifted and/or Talented Coordinator. Once a referral is made, the following steps will be taken:



Students will be identified in academic subjects across the Key Stages through each subject's identification criteria which relates to the abilities and identification process in that subject.

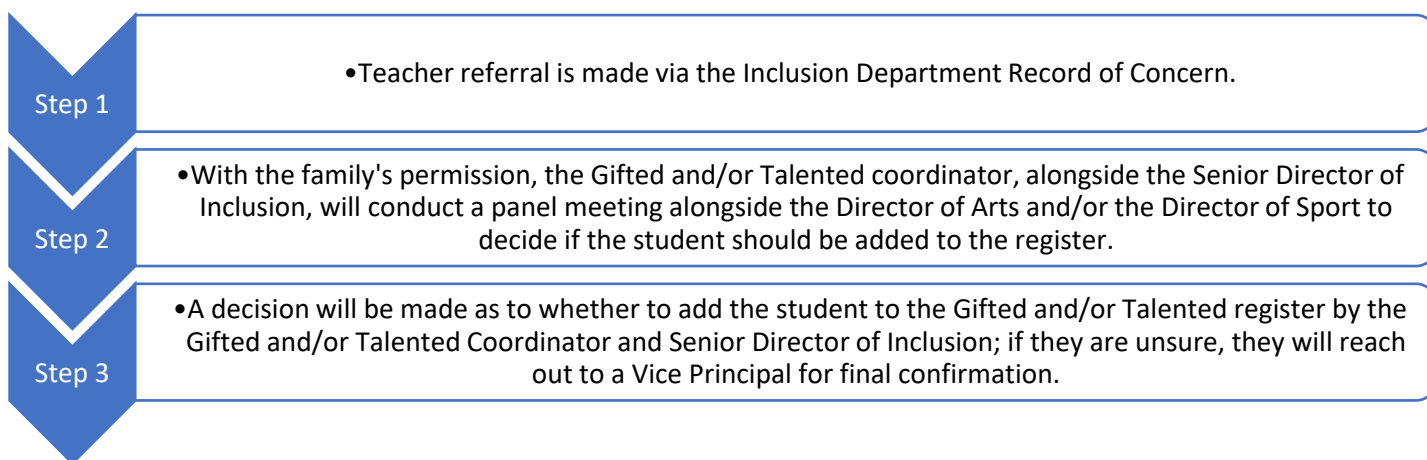
Creative Arts and Sports Gifted and/or Talented

As WSD recognises that some students who are Gifted and/or Talented are in non-traditional academic subjects and encourages students to be identified in the areas of Performing Arts, Physical Education and Visual Arts.

For students identified in these subjects, each student will be rated against separate criteria and will identify students into three separate levels:

- Level 1: Participates within the school
- Level 2: Represents the community
- Level 3: Represents the country

Creative Arts and Sports Gifted and/or Talented referrals will be made by the relevant teaching staff, as well as the Director of Sport and the Director of Arts. Once a referral is made, the following steps will be taken:



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5. Provision for Students

At WSD, we acknowledge that multiple extension and development activities are available to ensure Gifted and/or Talented students are given the opportunity to reach their potential. As all teachers are ultimately responsible for the progress of students they teach. The list below, while not exhaustive, is a good guide for effective provision in the classroom for Gifted and/or Talented students:

All teachers must ensure that:

- Learning is student-centred and values and utilises students' interests
- Work is provided that enriches rather than 'more of the same'
- A variety of resources, ideas, strategies and tasks are utilised
- Metacognition, or 'thinking about thinking', is encouraged
- A secure learning environment where risk-taking is valued
- A challenging learning environment, allowing students to access higher-order thinking skills, is created
- Students are encouraged to ask questions of themselves, or their peers, of adults, and ideas
- Targets are set that involve students in their learning and progress
- Creative and original thinking is celebrated
- Homework extends the learning of the individual student, encouraging independence and self-motivation

- Opportunities and resources which encourage the transition into further education are provided
- Appropriate personalised provision through the continuously developed curriculum is provided to challenge and extend choices/opportunities to nurture learning, interests and aspirations

Furthermore, across the school, leaders at all levels are responsible for Gifted and/or Talented provision that:

- Provides opportunities for problem-solving, hypothesising and developing thinking skills
- Gives students the chance to work with other Gifted and/or Talented students in a small group situation
- Identifies Gifted and/or Talented student's extension/challenging work in schemes of work and lesson plans
- Uses appropriate resources to stretch and challenge gifted learners
- Encourages pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- Offers Extra-Curricular Activities (ECA) opportunities which allow Gifted and/or Talented students the chance to excel, and which encourage and maintain enthusiasm for the subject
- Alerts parents to the existence of extra-curricular activities that may be of interest to their child
- Provides independent work and leadership opportunities across the Key Stages

The provision for Gifted and/or Talented student will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student and parent questionnaires
- Internal and external examination data
- Gifted and Talented coordinator reports and liaison with other external agencies

Successful provision for Gifted and/or Talented students will facilitate:

- Well managed personal, social and emotional development (including attendance and punctuality)
- Students readily taking initiatives, managing their projects and making reasoned decisions
- The demonstration of positive and responsible attitudes, and self-reliance; a valuing of critical feedback

WSD also recognises that it is essential in the education of Gifted and/or Talented students that schools form effective partnerships with parents. This is to ensure that such students are understood, valued and included in the school community. The school will also encourage identified students to make friendships with students with similar interests and abilities.

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6. Responsibilities

The Gifted and/or Talented Coordinators appointed by WSD are responsible for the identification and supporting teachers in the provision for those students identified. These coordinators, once in Primary and one in Secondary, work alongside our Senior Director of Inclusion and Vice Principal in ensuring the school's approach to Gifted and/or Talented students is designed and implemented effectively.

The Gifted and/or Talented Coordinators will have specific responsibilities that include ensuring:

- Gifted and/or Talented students are effectively identified
- The Gifted and/or Talented Register is accurate and updated at least termly
- The provision for students with Gifted and/or Talented students is well planned and effective

- Appropriate plans are in place to support and monitor student engagement
- The impact of provision is monitored and evaluated
- Parents and students are kept fully informed of progress and planned provision
- The records of students identified as Gifted and/or Talented are accurate and regularly updated
- Regular training for teaching staff is provided to ensure appropriate support is given in lessons to identified students
- The school Self Evaluation Form and Inclusion Department Improvement Plan accurately reflect the strengths and areas for development of students identified as Gifted and/or Talented
- Appropriate provision for the Gifted and/or Talented students within lesson planning and delivery is seen by teachers as a priority and responsibility.

Individual teachers are still responsible for the attainment and progress of Gifted and/or Talented students that they teach.

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7. Links to Other Policies

The school policy on the curriculum embraces WSD's aims and ethos, reflected in its policies and procedures. Key policies which are explicitly linked are:

- Inclusion Policy
- Curriculum Policy
- Teaching & Learning Policy

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8. Policy Review

This policy will be reviewed by the Gifted and/or Talented Coordinators and the Senior Director of Inclusion once a year. At every review, the policy will be approved by the schools Executive Leadership Team.

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