



مدرستنا الثانوية الإنجليزية، الشارقة  
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH

**GEHS**  
EDUCATION

# **POLICY ON GIFTED AND TALENTED**

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Compiled by: SLT & SMT

**Approved by: Ms. Asma Gilani, Principal & CEO**



## **INTRODUCTION:**

Our Own English High School, Sharjah Girls values all children equally and endeavours to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.

OOS will have, at any time, a number of able, talented or gifted students, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning or extracurricular activities.

We believe that we can make a difference in enabling these students to achieve the greatest possible progress and recognize the value and importance of identifying and celebrating their achievements and success.

Research has shown that by making provision for gifted, talented and able students, the standards of achievements are raised for all students.

Our definition of ability recognizes academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognizes that a child may possess this potential although performance may not currently reflect this.

## **2. AIMS AND OBJECTIVES:**

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared definition of the terms “able”, “abler”, “gifted”, “talented” and “exceptionally able”
- Identification of talented or gifted students as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting students’ needs with a range of appropriate strategies
- Raising staff awareness about the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for students to identify their gifts and talents, for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/careers to help them promote children’s learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities.

## **3. DEFINITIONS:**

## **TERMS:**

In these guidelines the term “gifted” refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory school curriculum (other than art, music and PE).

The term “talented” refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE, or performing arts.

## **DEFINITIONS:**

Those students who demonstrate in one or more areas, abilities which place them into the highest achieving 20% of any school population and would benefit from an effective and planned differentiation programme can be classified as “able”. 5 to 10% of any school population may be considered as “abler” or Gifted and Talented”

A small minority, of up to 5% of any school population may be considered as “exceptionally able”. These children need specific plans to enable their needs to be met. Effective provision may involve writing an Individual Education Plan to clearly identify the areas where the students need specific teaching, high expectations, increased differentiation and support.

Underachievement is a discrepancy between a student’s school performance and some index of his or her actual ability e.g. a failure in terms of results and/or quality of work may be an indicator. Underachievers can be difficult to identify and so staff are encouraged to note any evidence of ability and to share their ideas to collectively explore the student’s ability.

## **4. IDENTIFICATION:**

There is a wide range of identification strategies available to assist schools. It is important to note that no single process is perfect or should be used in isolation. The identification process needs to be on-going.

### **IDENTIFICATION IS USUALLY MADE BY:**

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Student’s work
- Checklists of characteristics – generic and subject-specific
- Parental information
- Assessment methods
- Teacher observation
- Benchmark tests/assessments- CASE, CAT4, ASSET, TIMSS, PIRLS, PISA,Baseline
- In-house subject tests or assessments
- Response to increase challenge
- Provision of opportunity

Once identified the Class/ Subject teacher will work alongside the respective Supervisor and will validate this nomination with assessment data and check list. If agreed that the criteria are met, the child's name is entered in the G&T ability list.

#### **5. MODES OF WORKING:**

The Class Teacher/ Subject Teacher will:

- Take steps to identify very able/gifted students within their class as soon as possible
- Assess/gather data to support the nomination
- Liaise with the respective Supervisor
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium and short term plans, as appropriate
- Review provision regularly.

#### **6. PROVISION:**

- Where a child is abler in one or more particular areas, they will be supported with high expectations and planning within the classroom and outside to enable them to pursue work at their own level. Teachers should seek to use a variety of techniques and strategies to provide for the abler child.
- Planning for the abler child:
- Identifying provision for able students in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organization or student grouping (setting, acceleration, fast-tracking, compacting, early entry)
- Setting differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities.
- Challenging the abler child:
- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking.
- Extending and enriching the curriculum
- Increased technical and specialist language
- Use of subject specialists
- Mentoring by either a similarly talented or suitable encouraging adult
- Use of additional support, TAs', other adults, older students and parents for one to one or group work to extend support to the child in a specific area (social or academic)

- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools.

## **7. RESPONSIBILITIES**

The Head of Inclusion plays a lead role in coordinating the school's Gifted and Talented provision with the G&T designated lead. This involves working with the Principal, Senior Leadership Team, Heads of Year and specific subject Gifted and Talented nominated members to determine the strategic development of the policy. Specific responsibilities include ensuring that:

- G&T students are effectively identified.
- The G&T Register is accurate and updated regularly.
- The provision for students with G&T is well planned and effective.
- Accelerated Learning Plans 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 with G&T are accurate, updated and in line with department guidelines.
- The performance of the Teaching Staff is monitored and effective.
- Professional Development training is provided to staff.
- The strengths and areas for development of students with G&T are accurately reflected in SEF and SDP.
- The Coordinators for gifted and talented students will offer support, advice and guidance to all staff on best practice for the provision of G&T.
- All faculties must ensure an appropriate provision for the G&T within their lesson planning and delivery.
- All individual teachers have a duty to be aware of individual student's needs and to provide appropriately for all students in their care.

## **8. CONTINUITY AND PROGRESSION:**

- Information on G&T students is provided on transfer between classes and/or schools.

## **9. MONITORING, ASSESSMENT AND EVALUATION:**

Student achievements will be monitored and evaluated against set individual targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging students to assess and review their own performance
- Evaluation of school achievements
- Intervention activities to prevent underachievement.

<b>GENERAL CHECK LIST</b>	
<b>Characteristic</b>	<b>YES/NO</b>
Possess extensive general knowledge, often knows more than the teacher and find the usual reference books superficial.	
Show good insight into cause-effect relationships.	
Easily grasp underlying principles and need the minimum of explanation.	
Quickly make generalizations and extract the relevant points from complex material.	
Have mental speeds faster than physical capabilities and so be often reluctant to write at length.	
Prefer to talk rather than write and often talk at speed with fluency and expression.	
Reluctant to practice skills already mastered, finding such practice futile.	
Have exceptional curiosity and constantly want to know why.	
Are inventive and original when interested.	
Ask searching questions, which tend to be unlike other students' questions.	
Often see the unusual rather than the conventional relationships.	
Are able to pose problems and solve ingeniously.	
Display intellectual playfulness, fantasize and imagine and be quick to see connections and to manipulate ideas.	
Read rapidly and retain what is read and can recall detail.	
Listen only to part of the explanation and appear to lack concentration or even Interest but always know what is going on.	
Jump stages in learning and be often frustrated by having to fill in the stages missed.	
Leap from concrete examples to abstract rules and general principles.	
Have quick absorption and recall of information, seem to need no revision and be impatient with repetition.	
Keen and alert observers, note detail and be quick to see similarities and differences.	
See greater significance in a story or film and continue the story.	
See problems quickly and take the initiative.	

Have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word.	
Become absorbed for long periods when interested and may be impatient with Interference or abrupt change.	
Persists in completing activities when motivated.	
Often set very high personal standards – are perfectionists.	
More than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.	
Concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school).	
Philosophical about everyday problems and common sense issues.	
Perceptive in discussion about people’s motives, needs and frailties.	
Daydream and seem lost in another world.	
Show sensitivity and react strongly to things causing distress or injustice.	
Often take a leadership role.	
Empathize with others and be very understanding and sympathetic.	
Confident and competent.	
Express their own feelings.	
Attribute ideas to others.	
Self-effacing.	
Reflect on their own performance.	
Give inventive responses to open-ended questions	
Have a keen sense of humor in the unusual and be quick to appreciate nuances and hidden meanings.	
Appreciate verbal puns, cartoons, jokes and often enjoy bizarre humor, satire & irony.	
Criticize constructively, even if sometimes argumentatively.	
Unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore.	
Often see the unusual rather than the conventional relationships.	
Are able to pose problems and solve ingeniously.	
Display intellectual playfulness, fantasize and imagine and be quick to see connections and to manipulate ideas.	
Read rapidly and retain what is read and can recall detail.	
Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on.	