

Gifted and Talented Policy

1. Introduction

Deira Private School values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her full potential in a challenging and supportive environment.

DePS will have, at any time, a number of Gifted and/or Talented children, 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.

All children need encouragement, challenge and support. All children should receive the education they need and if they need specialised or personalised support because they possess a gift and/or a talent, they should have the same entitlement as students with learning difficulty or needs.

We believe that we can make a difference in enabling these students to reach their potential and recognise the value and importance of identifying and celebrating their achievements and success. Research has shown that by making provision for gifted and/or talented students, the standards of achievements are raised for all students and raises the bar for all.

All children are individuals with their own special needs and requirements. Gifted and/or talented children are identified, targeted, supported and challenged. Strategies are planned and implemented, and student progress is monitored in much the same way as students with special education needs. This is not to say that these students are more worthy than other students- rather that, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

2. Aims

Deira Private School is committed to the development of excellence in an environment that has high expectations of students. We aim to improve provision for Gifted and Talented children through the development of an ethos where academic and creative achievement is expected and celebrated. Children will be encouraged to achieve their full potential through a variety of strategies

- To use a broad range of qualitative and quantitative international Benchmark and Internal data to identify gifted and talented children; (criteria attached)
- To ensure an agreed definition of the term 'gifted' and 'talented' is understood and used by all teachers;
- To offer children opportunities to develop their specific skills and talents through the provision of a differentiated, broadened curriculum through guidance that is sensitive to their ways of learning and allows maximisation of potential to be achieved;
- The early and timely identification of G&T and ongoing intervention on their behalf for optimum development of their potential;

- To ensure children have the opportunity to be involved in a range of extension and enrichment activities and receive support in order to achieve their full potential in class;
- To ensure that additional provision and monitoring is regularly reviewed on an individual basis;
- To ensure that all staff receive appropriate support and training in identifying and providing for these children;
- For children to be aware of their individual skills and talents, and through their participation in assessment for learning in the classroom, contribute to target setting and review of own personal development;
- To build on existing systems of monitoring and evaluation to track the progress of these children;
- To signpost parents to outside agencies that may provide additional specialised guidance to cater for outstanding gifts and talents;
- To work with parents to help children achieve their maximum potential and to be ambitious in their achievements.

Deira Private School endeavour to maintain an ethos where:

- all children are encouraged to be independent learners
- achievement is recognised and celebrated
- a wide range of extra- curricular activities and clubs are provided
- work is provided at an appropriate level of challenge and opportunities are allowed for children to work with others of similar ability

3. Definitions

Gifted and Talented

The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent'* (François Gagné) and align with international best practice.

- The term giftedness refers to ***'a student who is in possession and use of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability to a degree that places an individual at least among the top 10% of his or her age peers.'*** 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 to a degree that places them within at least the upper 10% of age peers who are or have been active in that field or fields.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted student include:

- an able student knows the answer; the gifted learner asks the questions
- an able student works hard to achieve; the gifted learner knows without working hard.
 - an able student enjoys school; the gifted learner enjoys self-directed learning
 - an able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

It is essential in the education of students with special gifts and talents, that schools form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community, where they have the ability to make friendships with students with similar interests and abilities.

‘Differentiation Model of Giftedness and Talent’*

- o François Gagné: The DMGT: Changes within beneath and beyond. 2013. International Research Association for Talent Development and Excellence.

4. **Identification and Documentation**

Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socio- economic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities. Identification could happen through a range of ways including:

- observations
- meetings and discussions with parents
- gifted and/or talented identification criteria
- student interest surveys, self-reports and student interviews
- standardised attainment tests
- standardised assessments of cognitive development and ability that can only be administered by psychologist
- International Benchmarking

Children are continually tested by means of National Curriculum tests, International Benchmarking and teacher assessments through the school year. Teachers are provided with all of the relevant identification documents needed and regular communication with the Head of Departments / SLT is recommended.

The children identified as Gifted and/or Talented in the identified domain/s will be entered on the school G &/or T register on Target Tracker. Every term, this record is reviewed and updated. Any concerns of progress or attainment are identified and actioned promptly.

For any children who are showing possible signs of being Gifted or Talented, teachers may refer them to the HODS or SLT to be considered as “To Watch For Talented”. The children entered on this register are our potential children and extra evidence and assessment is collected before further action is taken.

All children excelling in one or more domains will be recorded in the G & T category in Target Tracker. These students are closely monitored by class/subject teachers; challenging targets will be set for these children in lessons and will extend their learning as far as possible.

All children identified as Gifted in at least one or more domains of human ability will have personalised T&L strategies in Target Tracker. Subject teachers must personalise their lessons accordingly and provide appropriate challenge and support. Form tutors/subject teachers/HOYS/HODs are responsible for tracking progress in lessons and through the Target Tracker tracker to ensure accelerated progress and maximisation of potential. This personalised support should be evidenced in work samples, rubrics and tasks.

All children identified as Talented in at least one area will have a 'Talented Learner Profile' which will include information about the child's particular talents, strengths, achievements and how we at Deira Private School are supporting and celebrating these. The HOYS will be the lead mentor to the child and will oversee the 'Talented Learner Profile'. This document is shared with teachers, students and parents. The subject teachers and HOD's will give subject specific challenge in work and assessment to raise the level of outcomes further. It will be fortnightly updated by students and parents and monitored and reviewed by HOYS.

G&/orT status is marked along with complete data in Target Tracker so all staff members can access any information when needed.

5. Learning and Teaching styles

5.1 Effective learning

Gifted and Talented learners:

- Are responsible for their own learning and are self-motivated.
- Demonstrate resilience and become absorbed in their learning, manage distractions, make keen observations and persevere in the face of difficulties.
- Are encouraged to use their initiative, make wise choices, make links, build patterns, imagine, reason and draw on a range of experiences and resources, including ICT to further their learning.
- Understand how current learning relates to previous learning and through student feedback/views, are able to direct future learning.
- Evaluate their own work and make accurate judgements about it with reasoned comments and explanations. Effective reflectiveness is part of the

culture. They set aspirational targets and challenge themselves to achieve them.

- Peer mentoring: Work collaboratively and engage in peer mentoring their classmates or students from other key stages.

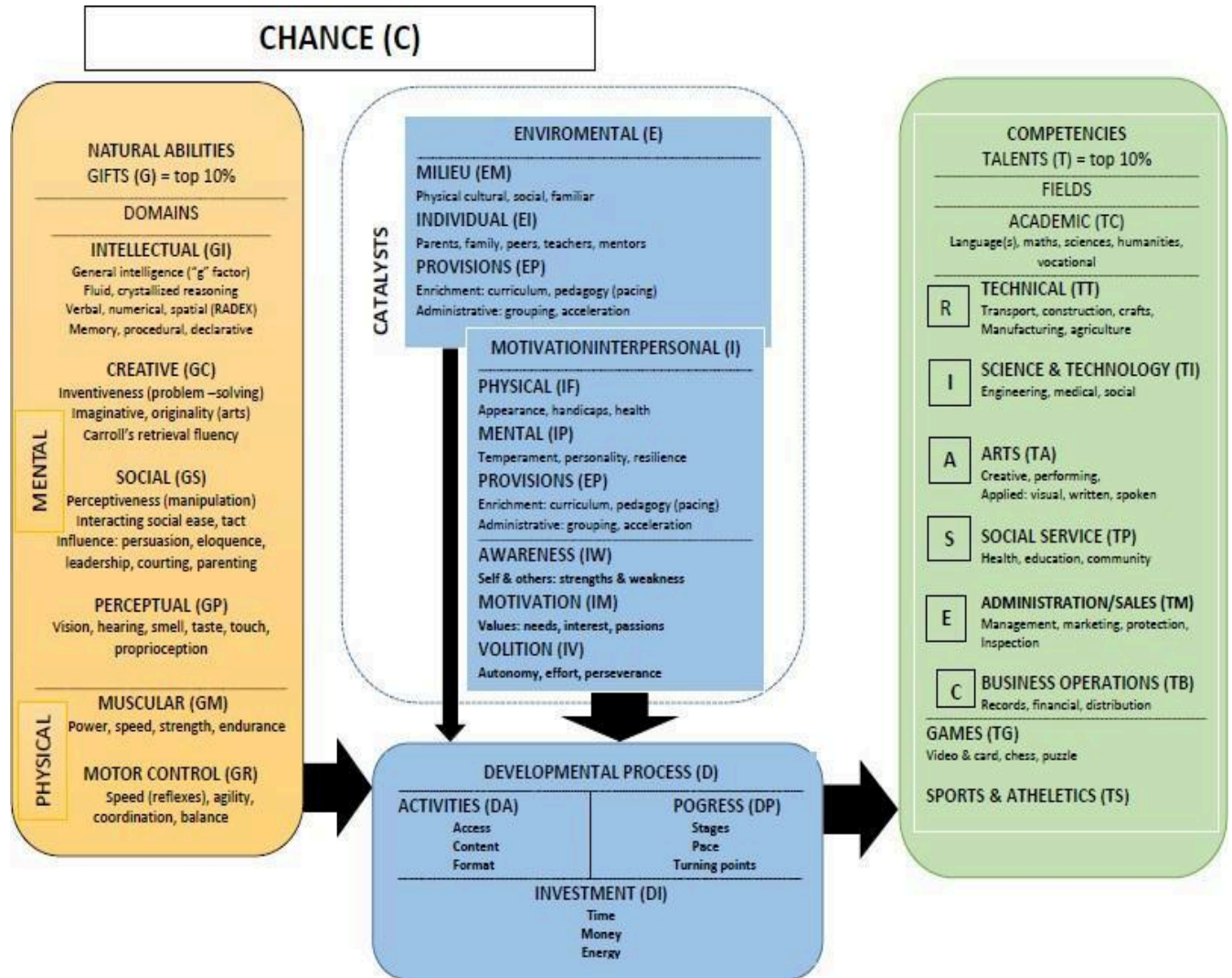
5.2 Effective teaching for Academically Gifted and Talented students

Talented students are performing at a high level of challenge but Gifted students are not performing at a high level of challenge and they need to be provided with scaffolded opportunities /tasks to reach that high level of challenge.

Teaching demonstrates a variety of strategies and elements of positive risk taking – to benefit the individual student's learning. Gifted and/or Talented learners are stretched through learning intentions that are **challenging and personalised** with specific and measurable success criteria. Teaching is stimulating, enthusiastic, innovative and progressively challenging, stemming from the mentors' expert knowledge of the curriculum, how to teach it and how these students learn.

The teaching strategies for Gifted and/or Talented children are well-selected and time is used very efficiently to ensure activities and demands are matched sensitively to their needs. The teacher has very high expectations and uses enquiry and critical thinking based independent learning tasks to enhance learning.

6. Gifted and Talented curriculum provision



*Yellow and blue makes green, so natural abilities with appropriate catalysts and developmental process lead to competencies (Talents).

The identification of students with special gifts and talents should not be viewed as an isolated activity. It is the essential first stage of a continuum of provision which should provide appropriate and personalised learning programmes to enable all gifted students to become talented. The following are key aspects to consider when personalising education programmes for students with special gifts and /or talents.

- **Differentiation** - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- **Pace** - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers will need to provide appropriate challenges to sustain the students' attention and desire to learn.
- **Assessment** - Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.
- **Groupings** - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- **Level of work** - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- **Enrichment** - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

Gifted and/or Talented children are provided for in all areas of the curriculum within the planning, developing the provision through strategies such as extension, enrichment or acceleration.

Challenge Extended

Extension is used for children when they are encouraged to use higher order thinking skills, work practices and response skills to develop the classroom experiences.

Perhaps one of the most popular ways in which extension is used in the classroom is through the use of thinking skills. Using schemes such as Bloom's taxonomy, gifted and talented children can be encouraged to access materials and focus on learning and teaching tasks which require higher order skills.

Alternative approaches will see the most able children challenged through the use of greater degrees of independent and self-directed learning.

Enrichment

Enrichment is used as a distinct learning and teaching strategy when there is planned intervention on behalf of a child or children, in order to broaden their knowledge and understanding beyond the usual parameters of a subject or topic.

Enrichment will usually occur through the use of additional resources and learning opportunities, it may consist of classroom exercise or a more open ended project type piece of work. Some teachers use separate enrichment resources in order to enrich each lesson for gifted and talented children, whilst other teachers prefer to allow gifted and talented children to pull slightly ahead in the curriculum and then spend more extended pieces of time such as a lesson or two working with the enrichment materials.

Acceleration

Our school follows the following accelerated programmes for the identified students subject to HOD/HOS recommendation.

- Progress for Gifted and Talented student is accelerated (details are attached)
- Access to curriculum of high year group in particular subject.
- Double promotion to provide higher challenge overall.
- Academically Gifted students can do an additional IGCSE, AS or A level subjects ahead of their cohort.
- Higher ability students will appear for IGCSE Maths and English First Language in Year 10, then move on to do Additional Maths and English Literature in Year 11.

Leaders of these groups may be:

- Teachers
- Trained TAs
- Heads of Departments
- Head of Teaching and Learning
- Heads of Inclusion
- Parents

Opportunities are provided for Gifted and Talented students to showcase their abilities through:

- Independent Project based learning (PBL)
- School projects
- Productions, performances, exhibits
- Sporting events e.g. sports days, competitions
- Celebration assemblies
- Interschool, International competitions

Children who are identified as Gifted and/or Talented may be signposted to outside agencies should parents wish for further provision.

9. Roles and responsibilities

- **HOD, SLT and Teachers with the help of Inclusion leaders (from each department and each year group in Primary and Secondary)**
 - To monitor planning in all subject areas to ensure G&T provisions are being met.
 - To share information of current practice for Gifted and Talented children with Subject leaders and teachers.
 - To register children identified as talented in their subject area and to collect evidence for those children and support them to build TLP.
 - To assist the children who are Gifted in a subject through scaffold challenge & them achieve.
 - To actively encourage the promotion of the subject for the children who have been identified as talented/gifted.
 - To maximum potential through planning & review of data.
 - To develop resources to engage students in challenging tasks and critical thinking and skills application.

- **Class/Subject Teachers**
 - To provide differentiated lessons in all subject lessons and ensure that planning is clearly differentiated for Gifted and Talented where they have a child meeting the criteria.
 - To promote challenges within their lessons.
 - To collect evidence for those children and ensure accelerated progress.
 - To oversee the TLPs for talented students and share this information with parents.
 - To provide appropriately wide ranging and challenging activities both in school and through external providers.

Heads of Departments

- o To meet regularly with Gifted children and review their provision and progress and 'Talented children to review their Talented Learner Profile' and monitor their outcomes.
- o To oversee G&/or T provision to ensure coverage and equal opportunity.
- o To update and review all registers on a termly basis using all assessment data & progress made.
- o To ensure equal opportunities and events are provided across the school.

Gifted and/or Talented Identification/Criteria

Talented – where exceptional high performance is visible in all the 3 areas –CAT4/PT/INTERNAL OR EXTERNAL ASSESSMENTS.

Watch for Talented – where exceptional talented performance is visible in 2 out of 3 areas.

Gifted – Where ability or potential is there as shown by high CAT4 in any battery or overall BUT the performance is not yet high.

The following table helps us to identify that:

Talented Subject wise as below	All Criteria must match		
	CAT >=125	PT = 9	School = Highest band in school assessments At EOY= 8 or 9
Talented in Mathematics	Quantitative	PTM	Highest band in school assessments
Talented in English	Verbal	PTE	Highest band in school assessments
Talented in Science	Any one battery (For primary - Any one of 3 batteries other than Quantitative)	PTS	Highest band in school assessments
Watch for Talented Subject wise	Any 2 criteria must match		
	CAT >=125	PT = 9	School = In specific Subject EOY= 8 or 9
Watch for Talented in Mathematics	Quantitative	PTM	EOY/T1
Watch for Talented in English	Verbal	PTE	EOY/T1
Watch for Talented in Science	Any one battery (For primary - Any one of 3 batteries other than Quantitative)	PTS	EOY/T1
Gifted General	Based on CAT4 score only		
	CAT >=125		
Gifted	Any one of 4 batteries		The students with only quantitative SAS of 125 or more are given Gifted provision in Maths and other Maths based subjects with Science, Accounting etc.

Talented/WFT and Gifted students must be provided with support in lessons –differentiation in resources, tasks with appropriate

extension and challenge for accelerated progress.

Talented - Accelerated attainment & Progress

Gifted – Outstanding Progress (May not show high attainment to start with, but with right provision and accelerated progress should be there which should lead to high attainment overtime- and time can vary from student to student)

Watch for Talented – Accelerated Attainment & Outstanding progress

THE EXPECTED PROGRESS FOR REGULAR STUDENTS IS 2 STEP AND BETTER THAN EXPECTED IS 3 OR MORE STEPS

THE EXPECTED PROGRESS FOR G AND T STUDENTS IS 3 STEPS AND BETTER THAN EXPECTED IS 4 OR MORE STEPS

Monitoring and Review

This policy has been discussed and agreed by the Deira Private School teaching staff and leadership teams for implementation. This policy is reviewed annually.

Document	Gifted and Talented Policy
Date adopted / written	Updated by Dr. Ritika Anand/Ms. Ashmee Lamba
Last reviewed	July 2023
Next review	August 2024