

GIFTED AND TALENTED POLICY

2023-2024



المدرسة البريطانية العالمية الخاصة
BRITISH INTERNATIONAL SCHOOL

Date of review:	July 2023
Next Review Date:	July 2024

Purpose

At British International Private School, we strive to provide the best ideal 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 our ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure that all students reach their full potential, irrespective of race, age or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. We highly value the individuality, gifts and talents of all our students.

Policy Aims

BIS aims to:

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for 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 aspirations of all students through an ethos of high achievement and challenging learning opportunities. We know that many students will have additional educational needs at some time during their school life. At BIS, 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.

Gifted and Talented

1.1 Definition

According to the Gagne Model of Giftedness and Talent (1985, 1991, 1997, 2002), **giftedness** is defined as innate, dynamic potential in a specific domain or domains, while **talent** is the actualization of a gift within a specific domain. Giftedness refers to above average aptitude, talent to above average performance and achievement.

- 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 and physical abilities. In the case of a gifted 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, including academic, technical, science and technology, arts, social service, administration/sales, business operations, games, sports and athletics.

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 child include:

- An able student knows the answer; the gifted learner asks the questions.
- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective
- students, well focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world
- 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.

1.2 Identification of students

Gifted and talented students at MTS 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.

Students are identified in the following ways:

Academic Gifted and Talented:

- Students with a CAT4 score of 120-129 in one or more areas with an attainment below expectation are identified as highly able.
- Students with a CAT4 score of 120-129 in one or more areas with an attainment in line or above expectation are identified as highly able and talented.

1.3 Provision for Gifted students

Multiple extension and development activities is available to ensure more able and gifted students are given the opportunity to reach their potential, where activities are school based, measurement of impact will be done on site.

Through school provision

- Provide opportunities for problem-solving, hypothesising and developing thinking skills
- Use a range of teaching and learning strategies and effectively differentiate class and homework tasks
- Give students the chance to work with other Gifted students in a small group situation
- Identify Gifted students extension/challenging work in schemes of work and lesson plans
- Generate strategies for class discussions to ensure that gifted students can contribute without dominating.
- Use appropriate resources to stretch and challenge gifted learners

- Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject
- Where teachers have identified students who are gifted in these areas, they should alert parents to the existence of extra-curricular activities that may be of interest to their child
- Independent work and leadership opportunities will be provided across the Key Stages
- Students will be encouraged to fully engage with extra-curricular opportunities
- Links with outside agencies and referral to these will be done through teachers/departments

1.4 Outcomes of successful provision - Monitoring and measurement of impact

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student and parent questionnaires
- Formative and summative internal as well as external examination data
- Monitoring and reviewing Futures Passport using SIMS data
- Gifted and Talented coordinator reports and liaison with other external agencies

Successful provision would facilitate:

- Well managed personal, social and emotional aspects including attendance and punctuality.
- Students readily take initiatives, managing their own projects and making reasoned decisions.
- Demonstrating positive and responsible attitudes, self-reliance and thrive on critical feedback.

Within the classroom:

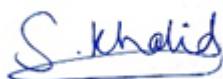
- Student centered, learning, valuing and utilizing students' own interests and learning styles.

- Provide work that enriches rather than ‘more of the same’
- Using of a variety of resources, ideas, strategies and tasks.
- Encouragement metacognition, or ‘thinking about thinking’.
- A secure learning environment where risk taking is valued.
- A challenging learning environment, allowing pupils to access the higher order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and of ideas.
- Encourage target setting that involves students in their own learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and
- self-motivation.
- Provide opportunities and resources which encourage the transition into further education.
- Appropriate personalized provision through continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations.

Responsible adult: Ms. Shmaila Abbassi

Approved by:

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PRINCIPAL