



The Oxford School, Dubai

مدرسة أكسفورد ، دبي

GIFTED AND TALENTED POLICY

Introduction

The Oxford School believes in valuing 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. Also, we ensure to recognize and support the needs of those children in our school who have been identified as “Gifted”, and/or “Talented”.

Aims:

- To recognize that Gifted and Talented students have particular needs that must be met.
- To foster a love for learning and the pursuit of excellence.
- To develop and maintain an inclusive approach to education.

Definition:

‘**Gifted**’ refers to ‘a student with exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, socio-affective and sensorimotor.

‘**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 sport, music, design or creative and performing arts.

The MOE (2015-2016) align definitions with international best practice.

- The term **giftedness** refers to ‘a student who has an 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 student, whilst exceptional potential will be present, they may 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.



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Identification:

An able, gifted and talented student should be identified using a variety of methods, including elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Self-nomination
- CAT4 scores stanine 9
- External attainment scores result in stanine 9
- 3 Year comparative Data
- Identification by a previous teacher, previous school, external agency or organization It is worth remembering that able, gifted and talented pupils can be:
 - Good all-rounders
 - High achiever in one area
 - Of high ability but with low motivation
 - Of good verbal ability but low writing skills
 - Very able but with the short attention span
 - Very able but with poor social skills
 - Very able but with a learning difficulty or disability that makes their skills
 - Expressing behavioural difficulties

Once identified, teachers will work along with the SEND staff for validating the nomination of Gifted and Talented students. With adequate proof, if agreed that the criteria are met; the respective student's name will be entered in the Gifted and Talented list.

Provision:

Meeting the needs of gifted and talented students, we focus on 3 strategies accelerated, enrichment and extension.

Acceleration consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year or through simply giving them work which would usually, be given to older pupils.



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Enrichment consist of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study or adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking about reasoning skills.

Classroom Provision:

To be achieved through a clear focus on classroom teaching and learning along with enrichment activities which will incorporate their strengths and extend their thinking.

Teachers to provide conditions for learning that promote collaboration, critical thinking and creative thinking including:

- A variety of organized activities
- Carefully chosen resources
- Good pace and momentum to lessons
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Encouraging students to contribute through a range of opportunities for participation
- Using open-ended questions
- Working on developing higher-order thinking skills
- Giving opportunities to work independently

School-Based Provision:

Also, we have subject expert teachers for PE, Art, Music (FS) and Drama. This extends in supporting the children by having a specialist teacher for every subject. This itself enriches each subject area.

In addition to the class-based activity, we ensure that the students who have potential in these areas are given prospects and provided enrichment activities.

- School clubs – (After school activities)
- External clubs
- Recognition and celebration of achievements in external activities, e.g. football, swimming.
- Enrichment programs for arts and music



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Monitoring and Evaluation

The SENDCO is responsible for liaising with the curriculum coordinators/subject leaders and teachers will monitor and evaluate the overall effectiveness of the Gifted and Talented programme. The leaders will monitor the effectiveness of the policy which will be reviewed on a **term-wise** basis.

Roles and Responsibilities

The SLT will

- Monitor the 'able'/'gifted and talented' lists and the provision for the students contained within it
- Monitor the planning across the school to ensure that extension activities are planned into the curriculum and meet the children's needs
- Collate work and enrichment activity samples
- The Middle Leaders will monitor the progress and provision of students registered as more able in the specific subject areas
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide a challenge for all students
- Provide appropriate resources to stimulate and extend thinking
- Organize/arrange appropriate subject-specific enrichment activities for students

Role of Teachers

- Plan for extension and enrichment opportunities existing within the classroom.
- Provide learning experiences that suitably challenge all children within the classroom.
- Utilize the various methods that lead to the identification of gifted and talented children.
- Utilize resources and programs that support a high quality of gifted and talented education.
- Monitor and evaluate the benefit of strategies being used within the classroom to meet the needs of particular students and adjust where necessary.
- Discuss strategies that are being implemented on gifted and talented students with parents.



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- Pass information of students with special needs to the next grade teachers.
- The teachers, along with SEND staff, must work for their most able students and provide them with appropriate work and opportunities for development.

Role of SEND Staff:

- Identification of Gifted and Talented students and monitoring their learning.
- To find the challenges faced by Gifted and Talented students and to extend support in resolving it.
- Each team member is expected to keep up to date with information and manages the records of all Gifted and Talented students on the system.
- Keep Head of Sections & Parents informed about provision, training needs and student needs.
- Coordinate with the teachers & provide support in enhancing the Gifted and Talented students.
- Carry out observations of an individual student to help support provided for them.
- Helps to organize enrichment activities for the whole school with the needs of Gifted and Talented provision.

Role of Students

- Value and acknowledge the giftedness of their peers.
- Look positively on their giftedness and work with teachers and parents to enhance their particular area.

Role of Parents

- Show a willingness to discuss the variety of methods available in the education of gifted and talented students.
- Participate in the nomination of gifted and talented students, if appropriate.

The Senior Management Team reviews this policy. It will be next reviewed in August 2021.