

DUBAI COLLEGE

A tradition of quality in education



Gifted and Talented Policy

Statement of Intent

Dubai College is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the pupils who gain admission to Dubai College matter – including those identified as being able, gifted or talented and those with special educational needs.

This policy explains the approach to able, gifted and talented students within Dubai College and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and enrichment programmes that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

Aims

- To ensure that all pupils, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To promote a cross curricular approach to gifted and talented provision.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.

Objectives

- To ensure that all able, gifted and talented students have access to a broad, balanced and enriching experience.
- To work closely with a student's predecessor school to ensure effective transition.
- To enable all staff to play a part in identifying able, gifted and talented pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies to provide the necessary support for students.
- To help children realise his or her full potential and optimise their self- esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

Able, Gifted and Talented

Dubai College recognises that the KHDA identifies students with special gifts and talents are one of the groups most at risk of educational exclusion, and we strive to prevent this.

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'most able' (Ofsted). The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

The report 'Educating the Highly Able' produced by the Sutton Trust (July 2012) recommends 'the confusing and catch-all construct "gifted and talented be abandoned" and suggests the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, 'highly able'. Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'. Whatever the terminology, Dubai College will ensure that all pupils are challenged and make good progress in school.

The KHDA 2015-16 Inspection Framework definitions take account of the 'Differentiation Model of Giftedness and talent' and align with international best practice:

- 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 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.

Dubai College recognises that all of our students have gifts and talents and through a broad and balanced curriculum, rich co-curricular programme and philanthropic activities will ensure that these students have every opportunity to excel. To ensure that we are securing these opportunities, we are using Professor Debra Eyre's High Performance Framework to evaluate and reflect on current practice. Drawing on 40 years of research into how the most able students think and learn across the world, the framework provides students and staff with a user-friendly framework to ensure that we are systematically building the cognitive thinking skills and learner behaviours that will ensure our high performing students success in school, in the workplace and in later life.

Most Able Children in the Classroom

In practical classroom terms most able children are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.

Able pupils can have/be :

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)
- Behavioural difficulties

Departmental Responsibilities

Subject teachers, with the support of heads of department, are responsible for identifying able, gifted and talented students in their classes, and for tracking their progress to ensure that they achieve their potential. The most able should be identified as a sub group when tracking and interrogating data.

Strategies that departments should consider include, but are not limited to:

- Acceleration** – Students can be accelerated across the year or within subjects.
- Differentiation** –Using the High Performance Framework to ensure that a range of Advanced Cognitive Performance characteristics and Values, Attitudes and Attributes are used to create tasks to extend students with richer and more challenging tasks.
- Teacher-student matching** – matching personalities as well as learning styles
- Mentoring/cross age tutoring** – matching younger or older students with similar interests/abilities to enhance learning of both.
- Independent Negotiated Programs** – student interest and skills determine the scale and scope of the project, negotiated with staff regarding resources.
- Competitions** – individual, team, internal, external.

Head of Student Services/ SENCO Responsibilities

The Head of Student Services/ SENCO will be responsible for promoting Gifted and Talented provision across the college and for showcasing good practice as well as advising on classroom strategies and best practice. The Head of Student Services will ensure that the college meets KHDA requirements and will keep staff informed of UK and international developments in the area.

Review of Policy

The Gifted and Talented policy is monitored by SLT and reviewed on an annual basis.

Policy Details	
Version date	October 2017 Cindy Penney
Last review	2018
Next review	September 2019
Responsible SLT	Deputy Head Learning and Teaching