

Liwa International School for Girls

“International Standards, Inspired by National Values.”

Gifted and Talented Policy

Statement of Intent

LISG 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 our pupils – including those identified as being able, gifted or talented and those with special educational needs are met.

Our excellent teaching and learning aims to maximize opportunities and develop the children’s confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities to help them reach their full potential. We do this through careful personalization of the curriculum opportunities offered and enrichment programs that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for her future life roles.

Aims

- To recognize the needs for a child to be given the right opportunity to achieve her full potential and have access to a broad and balanced curriculum.
- To promote a cross curricular approach to gifted and talented provision.
- To provide learning experiences that enable pupils to develop special skills or talents.
- To create a positive atmosphere wherein pupils can develop confidence and self-respect.
- To develop approaches that teachers can utilize to provide appropriate support to the gifted pupils.
- To ensure pupils and staff receive specialist support and guidance as appropriate.
- Parents involvement in the identification and education of gifted and talented pupils.

Objectives

- To provide different learning experiences suited for pupil’s level of learning.
- To ensure that all able, gifted and talented pupils have access to a broad, balanced and enriched experience.
- 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 provide Teachers with adequate professional development so that they are well equipped in providing advance support to gifted pupils.
- To help children realize their full potential and optimize their self- esteem and self-worth.
- 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

Definitions

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted learners are those with the potential to exhibit superior performance across a range of areas of endeavor.

Talented learners are those with the potential to exhibit superior performance in one area of endeavor.

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 behaviors that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,

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/social skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)
- Behavioral difficulties
- Keen to 'disguise' their skills due to peer pressure

Faculty Responsibilities

Subject teachers, with the support of coordinators, are responsible for identifying able, gifted and talented pupils 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 and provisions that faculties should consider include, but are not limited to:

Acceleration – Pupils can be accelerated across the year or within subjects.

Differentiation –Using the High Performance Framework/Advance Learning Plan to ensure that a range of Advanced Cognitive Performance characteristics and Values, Attitudes and Attributes are used to create tasks to extend pupils with richer and more challenging tasks.

Teacher-pupil matching – matching interests; personalities as well as learning styles

Mentoring/cross age tutoring – matching younger or older pupils with similar interests/abilities to enhance learning of both.

Enrichment – To broaden a child's education by enabling the pupil to be involved in aspects of topics outside the curriculum.

Independent Negotiated Programs – pupil interest and skills determine the scale and scope of the project, negotiated with staff regarding resources.

Competitions – individual, team, internal, external.

Intervention Coordinator/ SENCO Responsibilities

The Intervention Coordinator/ SENCO will be responsible for promoting Gifted and Talented provision across the school to ensure good practice as well as advising on classroom strategies and best practice. They will also be responsible in monitoring progress of Gifted and Talented pupils.

Types of Provision

Class provision:

- All classrooms include a challenge corner with activities to promote auditory, visual, and kinesthetic learning.
- Teachers have high expectations.
- Teaching is personalized, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping is used effectively eg. Setting, mixed ability etc. There is access to higher level tests for assessment.
- Enrichment of learning.

School based provision, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements. School clubs including sports, arts, music.
- School societies and councils.
- Specialist Teachers.
- Enrichment opportunities including specialist days. Intervention Groups.
- Opportunities to learn a variety of musical instruments. Opportunities for performance.
- Partnership with cluster schools.
- Workshops with cluster schools.
- Responsibilities given to talented pupils.

Out of school provision:

- To access after school challenges where appropriate.
- To help children find support, training and clubs for more diverse talents. Opportunities to enter national schemes/competition.

Process for Review and Development

The able, gifted and talented leader/SENCo, with the support and active participation of the whole staff, is responsible for:

- updating and reviewing the information record of children on the gifted and talented register and monitor their progress
- ensuring liaison with parents where necessary when reviewing the policy
- monitoring provision
- identification of any suitable mentors for pupils' provision of any necessary resources
- keeping up to date with information to do with the AGT and feeding back to the staff
- developing links with agencies or organizations that support AGT
- consulting with the SLT, staff and governors
- Yearly review of the Gifted & Talented Policy with SLT