

## **GIFTED & TALENTED POLICY**

Motto

Find True Wisdom

Vision

To be a centre of excellence in provision and promotion of quality education

Mission

- To help children become confident, informed, purposeful and independent.
- To provide an enriching and stimulating environment within which the child becomes an active explorer.
- To provide a framework of discipline which empowers a child to develop self-discipline and a strong sense of self.
- To provide a cross-cultural environment in which the foundation of global peace may be laid.
- To awaken children's interest in all subjects and to encourage in them a love for learning.



## **INTRODUCTION**

Scholars Indian School values 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.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning in such a way so that each child can aspire to the highest level of personal achievement.

## **PURPOSE**

The purpose of this policy is to help ensure that we recognize and support the needs of those children in our school who have been identified as “gifted” and/or “talented” according to national guidelines.

The school adheres to the following definition of terms:

- **'Gifted'** refers to ‘a student who is in possession of untrained and spontaneously –expressed, an exceptional natural ability in one or more domain of human ability.’ These domains include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.
- **'Talented'** refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students always demonstrate exceptional levels of competence in the specific domains of human ability.

Provision will be made for these children within the normal class activities, but sometimes we provide enrichment or extension activities to promote their skills and talents still further.

## **Aims & Objectives**

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child. Our aims are:

- To agree on a shared definition of the terms "gifted" and “talented”.
- To ensure that identification of talented or gifted pupils as early as possible.
- To ensure that we recognize and support the needs of all our children.
- To enable children to develop to their full potential.
- To offer children opportunities to generate their own learning.
- To ensure that we challenge the children through the work that we set for them.
- To encourage children to think and work independently.

## **Identification**

There is a wide range of identification strategies available to assist schools. It is important to note that **no single process should be used in isolation**. The identification process needs to be on going, never “once and for all” and will always veer on the side of the positive. Concerted efforts

will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on the SEN register. The gifted and talented register will be regularly reviewed and updated termly to ensure that it broadly reflects the school's population in terms of gender, ethnic and socio-economic background.

**Identification is usually made by:**

- Teacher observation and nomination
- Reports from previous schools
- Teacher assessments
- Pupil's work
- Parental information
- Information provided by external agencies (e.g. sports organizations, music etc.)

Once identified, the class teacher will work alongside with the coordinator to validate this nomination with assessment data. If agreed that the criterias are met; the child's name is entered in the G&T list.

**Provision**

**Provision within the curriculum**

All teachers will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning.

**Other Activities**

All Activity teachers like Music teacher, Art and Craft teacher, Library teacher, and P.E. teacher provide challenging activities within their lesson plan.

**Provision through outside agencies**

Parents/guardian should inform the school if their child is engaged with any gifted and talented programme outside the school, e.g. elite squad in a sporting activity. The school will then, through discussion with the parents/ guardian and coaches, support the student to manage both their learning and their activity to success.

**The Gifted and Talented Coordinator has overall responsibility for:-**

- To ensure that the policy is implemented.
- Compiling and updating the register termly.
- Coordinating the monitoring of progress of the gifted and talented students on the register.
- Ensuring that the professional development program includes relevant aspects of gifted and talented provision.
- Ensuring that all staff is freely aware of the G and T cohort and their targets.

**The principal is responsible for overseeing progress and proving feedback to the advisory board and SLT by:**

- Ensuring that the coordinator implements the policy and coordinates the monitoring progress.
- Ensuring that the professional development program for all staff includes relevant aspects of gifted and talented provision.

**All School staff has a responsibility for:-**

- Identifying students who should be on the G&T register and referring them to the G&T coordinator for assessment;
- Ensuring gifted and talented students are considered in every aspect of the planning;
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities; and

Ensuring that all curriculum staff considers the range of strategies identified in this policy.

**Continuing Professional Development**

- Regular training for co-coordinators and governor
- Appropriate in-service training for all staff
- Involvement in partnership co-coordinator meetings and training initiatives.

**Process for Development and Review**

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- Our commitment to support the gifted, more able and talented students is reflected in our School Development Plan
- This policy and the success of the school's provision for the gifted and talented students will be reviewed annually by the Coordinator/Principal.

Prof. M. Abubaker  
Principal