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| Policy | GIFTED AND TALENTED POLICY |
| Date Reviewed | 12/1/2024 |
| Rationale: | Ensures that the school provides a system that supports children with extra talent and provides all the support to enrich their talent in such a way that it will benefit themselves and the community. |
| Roles and Responsibility | Principal, Vice principal, School Counsellor, SEN Teachers, Subject teachers. |
| Vision of International Indian School (IIS) | To identify and support exceptionally talented students, providing them with tailored educational opportunities that nurture their abilities and allow them to thrive. This policy aims to ensure fairness, inclusivity, and personalized learning experiences that help gifted students reach their highest potential across various domains while also considering their social and emotional well-being. |

Policy Statement

International Indian School aims to recognize the unique aspect of each child that makes them an important part of the learning community. The school aims to provide opportunities for students to fulfill their potential in all areas; academic, creative, sporting, and social. International Indian School celebrates the diversity within the school and equips its students with the skills and attributes required to become active citizens in the school's international community and the wider world.

The Gifted and Talented Policy supports the school's aims and outlines the provision made by the International Indian school for students who require additional support to access the school curriculum for them to achieve their full potential. We do everything practicable to make school a positive experience for all students, including those who are deemed gifted and talented.



Principles and Objectives

International Indian School values the abilities and achievements of all its students and is committed to providing for each student, the best possible environment for learning by:

- An Enrichment Program (EP) will be developed to guide the gifted and talented Students
- The practice of differentiation of instruction will enable all students, including those with learning and other disabilities and students who are gifted or talented to learn together in the general education classroom through individual, small group, and open-access tasks, activities, and opportunities.
- Working collaboratively with parents/guardians and if required outside agencies.
- Substantiating identification using objective assessment measures
- Involving students in decision-making
- Personalizing learning for Gifted and talented students
- Promoting independence
- Promoting talents by removing barriers to achievement and success.
- An agreed, shared definition of the terms “above average”, “more able”, “gifted” and “talented”.

GIFTED AND TALENTED STUDENTS

Gifted and talented students can be found in all communities regardless of their cultural or economic backgrounds. It is critical for gifted and talented students to be given the appropriate opportunities, stimulation, and experience to develop their potential and satisfy their learning needs.

These are students whose outstanding abilities make them capable of high performance.

Their needs require specific consideration within mainstream educational programs.





Their current attainment or perceived potential places them significantly in advance of the major of their peers in one or more of the following areas:

- Intellectual ability
- Subject-specific aptitude (e. g in science or mathematics)
- Social maturity and leadership
- Mechanical/technological ingenuity
- Visual and performing arts (e.g. art, theatre, recitation)
- Psychomotor ability (e.g. dance or sport)

Terms:

In these guidelines, the term “gifted” refers to learners who perform, or who are potentially able to perform, extremely high in one or more subjects in the statutory school curriculum (other than art and design, music, and PE).

The term “talented” refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE, or performing arts.

Those students who demonstrate in one or more areas, abilities that place them into the highest achieving 5% of any school population and would benefit from an effective and planned differentiation program can be classified as “able” 5 to 10% of any school population may be considered as “more able” or “Gifted and Talented”.

These children need specific plans to enable their needs to be met. Effective provision may involve writing an Individual Education Plan to clearly identify the areas where the students need specific teaching, high expectations, increased differentiation, and support.

Underachievement is a discrepancy between a student’s school performance and some index of his or her actual ability e.g. a failure in terms of results and/or quality of work may be an indicator. Underachievers can be difficult to identify and so staff is encouraged to note any evidence of ability and to share their ideas to collectively explore the student’s ability.



KEY ROLES AND RESPONSIBILITIES FOR GIFTED AND TALENTED PROVISION AT IIS

The Role of the Principal/ Vice Principal

The important responsibilities of the Principal/Vice-Principal at IIS are:

- To accept students with Giftedness who have an expectation of success with the IIS curriculum and to provide them with opportunities to learn and develop their talents.
- To make sure that the requirements of every student with Giftedness are met.
- To create an appropriate school environment that ensures a high-quality Gifted and talented program.
- To monitor the IIS program for Gifted and talented children and to provide the fullest support.
- To strengthen relationships with parents and to create awareness about the Gifted and talented program.
- To organize mechanisms to provide resources and services for Gifted and talented students at IIS.
- To identify G&T and monitor every talented child within the school.
- To coordinate provision for children who are gifted and talented.
- To maintain a central record and oversee the records of all children who are identified as G&T
- To liaise with and advise fellow teachers.
- To liaise with the teachers to spot talent at an early age.
- To keep the Principal well-informed about the G&T within the school.
- To work closely with the G&T Coordinator and Learning support team
- To monitor and review G&T Policy.
- To prepare the data for inspection.

- To maintain records and master copies of all programs related to the G&T program.

The Role of the Subject and Classroom Teacher

The IIS G&T Policy clearly acknowledges the importance allocated to the class teachers. The most important obligations of classroom or subject teachers at International Indian School are:

- To create and participate in the effective implementation of EP.
- To provide additional support for the Gifted and talented support coordinator.
- To work with Enrichment programs, support.
- To participate in meetings, training courses, workshops, and activities related to services for students with special Talents or Giftedness.
- To cooperate with the Gifted and talented coordinator in providing special attention to Gifted and talented students to uplift their special talents.
- To collaborate with parents of students with Giftedness to strengthen the partnership.

to perform any other tasks or respond to requests.

The Role of the POD & Counselor

The most important obligations of the school POD & counselor are:

- To work as the support coordinator for the Gifted and talented students.
- To work with teachers when identifying Gifted and talented students while creating clear channels for communication between parents, teachers, learning support staff, outside agencies, and administration.
- To monitor student progress.
- To develop Enrichment programs for Gifted and talented children.
- To maintain records related to the G&T program.
- To conduct Evaluations for Enrichment program



- To support Gifted and talented students and their parents and teachers.
- To create awareness about the importance of Gifted and talented programs to the students, parents, and teachers.

The Role of the Parents

IIS firmly believes in developing a strong partnership with parents. This will enable students with Giftedness and special talent to reach their optimum level. The school recognizes the unique overview of the child's needs and how best to support them that gives them a key role in the partnership.

Aim to achieve a partnership with IIS regarding support in their child.

Agreeing to help their child at home with specified EP targets or other work sent home.

The most important obligations of the parents to the Gifted and talented students are:

- To attend meetings or assessments related to the G&T program.
- To collaborate with school leaders and teachers to strengthen the home school partnership.
- To communicate regularly with the Gifted and talented support coordinator for the progress of the child.
- To accept their role in the implementation of the skill development programs plans and participate in the decision-making processes to the assessment of the student's needs.
- To be forthcoming, with regard to the IIS FULL DISCLOSURE clause regarding any information relating to the student.

The Role of the Students

All students will be offered the opportunity to participate in a safe and friendly school environment. Students with Giftedness should have their needs identified in a reasonable timeframe and receive appropriate responses to support the identification of strengths and giftedness. Students have the responsibility to:

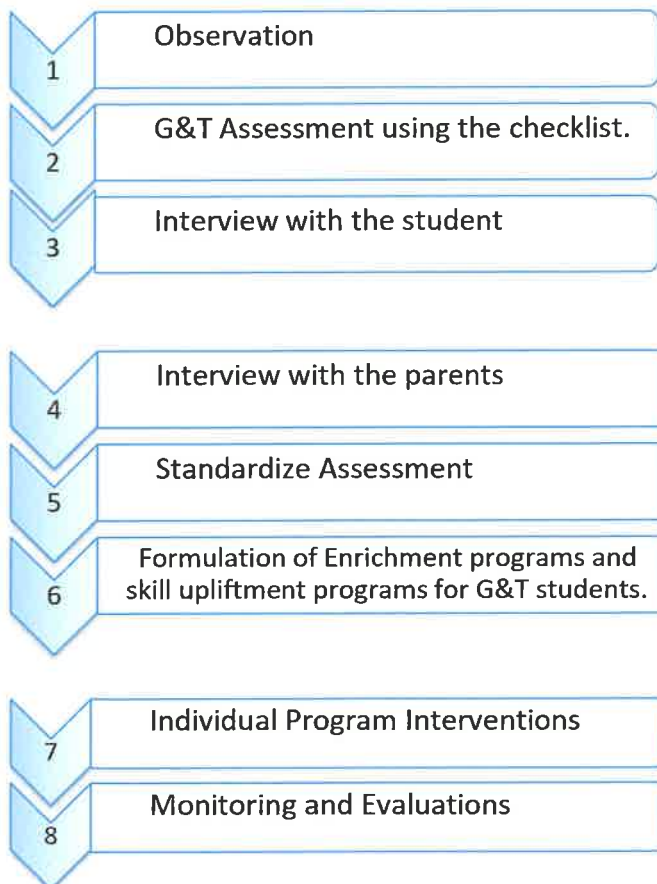
- Follow the school rules and policies.





- Follow the EP formulated for each student who is Gifted and talented.

THE PROCESS OF IDENTIFICATION AND SUPPORT FOR GIFTED AND TALENTED STUDENTS



Observation/ Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Student's work
- Checklists of characteristics – generic and subject-specific
- Parental information

Assessment methods:





- Teacher observation
- Benchmark tests/assessments – end of key stage tests, CAT4 (where CAT mean SAS indicates 112-118 above average, 119-126 more able, 126+ gifted or talented)
- Cognitive abilities tests
- In-house subject tests or assessments
- Response to the challenges

Provision of opportunity.

Once identified, the class teacher/home tutor will work alongside the respective Heads of Department and will validate this nomination with assessment data. If the mentioned criteria's are met, the child's name is entered in the G&T register and parents/caretakers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

Modes of Working

The class teacher will:

- Take steps to identify very able/gifted students within their class as soon as possible
- Assess/gather data to support the nomination
- Liaise with the respective Head of Department/Key Stage and parents throughout the time the student is in their class
- Agree, plan and implement the appropriate provision
- Record strategies to be used
- Include a provision in medium and short term plans, as appropriate
- Review provision regularly.

IMPLEMENTATION OF INTERVENTION EXTENSION FOR G&T

Talent and skill enrichment program

The aim of the EP is to identify and structure the support students need with Talent enhancement and skill development to attain at a level appropriate to their giftedness. The EP also identifies the needs for modifications that are necessary for the student to actively participate in the school G&T program.

EP Implementation



- The enrichment program (EP) must be endorsed with the written approval of the parent prior to implementation.
- EP will be implemented by the G&T coordinator with the support of the other supporting staff.

Extending and enriching the curriculum:

- Increased technical and specialist language
- Use of subject specialists
- Mentoring by either a similarly talented or suitable encouraging adult
- Use of additional support, TAs, other adults, older students and parents for to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools.

Monitoring, Assessment, and Evaluation

Student achievements will be monitored and evaluated against set individual targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging students to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement.

Monitoring and Reviewing the EP

- G&T in charge will support the implementation and monitor the implementation every 3 months.
- A review of the EP will take place with the G&T Coordinator.
- The G&T coordinator will monitor with the subject teacher and the student if the targets set are met.
- The G&T coordinator with the support of a list of supporting staff will prepare annual review reports at the end of each academic year and make recommendations for any changes for new school years.

The Annual EP Review Team:

- Principal
- Vice Principal
- School counselors



- SEN Coordinator
- Teachers
- The students and the parents.

Developing an Enrichment program

In developing an EP to support a student, the school counsellor along with the other members will follow the below-given sequence to ensure an effective outcome.



UNDERSTANDING THE STUDENT

Identify the student's skills, strengths, preferences, abilities, and Giftedness.

Identify the student's preferred learning styles.



SET TARGETS

Identify short-term targets that will lead sequentially to the achievement of long-term goals.

Ensure that the targets are achievable and time framed.



DEVELOP THE PLAN

Identify what needs to be addresses to ensure achievement of targets.



IMPLEMENT AND MODIFY THE PLAN

Implement individual program plan that can polish their giftedness.



MONITOR AND EVALUATE THE PLAN

Measure the student's progress.

Adjust the plan and implement strategies according to the requirement.





current attainment or Perceived potential places them significantly in advance of most of their peers in one or more of the following areas.

IDENTIFYING GIFTED AND TALENTED

Identification of gifted and talented learners should occur as early as possible. For some learners, giftedness may emerge later and therefore identification processes need to be repeated at regular intervals. Identification of gifted and talented learners should not be an end. It must be viewed as an ongoing process and the impetus for providing appropriate and personalized learning programs.

Identification could happen through a range of ways including:

- Gifted and talented screening checklist
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Working in partnership with parents to help them promote children's learning and development
- Standardized assessment of cognitive development and ability that can only be administered by psychologists.
- Making use of links with other schools and the wider community to enhance learning opportunities
- Appointing a Gifted and Talented Co-coordinator to coordinate the above

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