



Sama American Private School  
مدرسة سما الأمريكية الخاصة



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# **Inclusion Department**

## **Gifted and Talented Policy**

**2021 – 2022**



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## **Introduction**

Gifted and Talented Policy of Sama American Private School (SAPS) is strongly committed to inclusive education; it includes teaching, learning, and well-being of all the students in the school including those gifted or talented.

This policy explains the approach to, gifted, and talented students aligned with the school's mission and vision. SAPS aims to effectively identify gifted and talented students to assist them to reach their full potential through accurate personalization opportunities and enrichment programs.

## **Aims and Objectives**

- To ensure that all students 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 so students can develop confidence and self-respect.
- To enable all staff to play a part in identifying gifted and talented students and to take responsibility for recognizing and addressing their individual needs.
- To involve outside agencies to provide the necessary support for students.

## **Definitions of Gifted and Talented**

SAPS recognizes the importance of identifying students with special gifts and talents since they are at risk of educational exclusion, and we strive to prevent this. To achieve this it is essential to understand the terminology of gifted and talented.

The term giftedness refers to a student who has an untrained and spontaneously-expressed exceptional natural ability in one or more domains 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 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.

## **Identification at School Level**

There is a wide range of identification strategies available at SAPS. It is important to note that no single process is perfect or should be used in isolation. The identification process needs to be ongoing.



### **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
- Cognitive abilities tests
- Response to increase the challenge
- Provision of opportunity.

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

### **Provision**

A provision within school will be monitored towards gifted or talented students in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

### **Planning for the 'gifted' & 'talented' student**

- Identifying provision for 'gifted' and 'talented' students in subject policies and plans.
- Identifying clear stages of development in schemes of work.
- Planning a differentiated curriculum with a balance of whole class, group, and individual teaching
- Restructuring class organization or student grouping, e.g. setting
  - Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content, and/or responsibility
  - Planning a variety of extension and enrichment activities



### **Gifted and Talented Enrichment and Extensions**

- Range of materials and resources
- Use of additional support, TA's, one to one or group work to extend student in a specific area (social or academic)
- Links with outside agencies (sports coaches, etc.)
- Participation in special competitions
- Enrichment sessions during the school year
  - Activities with other schools
- Consideration of the enrichment activities provided by outside associations and organizations

### **Modes of Working**

- Identify gifted students within their class as soon as possible
- Assess/gather data to support the nomination
- Liaise with the teachers and parents throughout the time the student is in their class
- Agree, plan and implement an appropriate provision
- Record strategies to be used
- Include a provision in medium and short term plans, as appropriate
- Review provision regularly.

### **Monitoring 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.

### **Link to Other Policies**

This G&T policy should be read in conjunction with the Curriculum policies and SEND policy. The school community is committed to providing a full range of opportunities for all students, regardless of gender, disability, and ethnicity, social, cultural, or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.



## Reference

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