

AIS Inclusion Gifted & Talented Policy

OUR MISSION:

*To become a truly inclusive School; which values quality learning for **all** students in a sustainable, healthy and safe education environment*

At AIS we value achievement in our students. We encourage our students to challenge themselves and take risks by maximizing opportunities to showcase their gifts & talents.

Many of our students display exceptional gifts & talents and to ensure that they reach their full potential it is important to nurture cognitive abilities at a high academic standard and to promote development of physical or creative excellence.

Definitions

AIS Inclusion defines gifted & talented as students with a developed ability significantly ahead of their peers, or with potential to develop those abilities.

Able learners are defined as those who have abilities in one or more subjects in the school curriculum, other than Art, 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 who display outstanding leadership and/or social skills.

Gifted students are defined as those with an innate ability who present a natural, outstanding aptitude or competence for exceptional performance.

A talented student is one who demonstrates high levels of achievement in one or more practical subjects including skills such as art, music, sports or the performing arts.

The MoE (2015-2016) align definitions 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 demonstrate exceptional levels of competence in the specific domains of human ability.

Identification:

Identification should be based upon ability and not on achievement. Some children can under-achieve for a variety of reasons such as: peer pressure, behavioural issues, special educational needs or reluctant learners. All staff need to be aware of this and look for 'hidden talents'. Both qualitative and quantitative information can be used for identification purposes.

An able, gifted and talented student should be identified using a variety of methods, including elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Self-nomination
- CA T scores Stanine 8-9
- External attainment scores results stanine 8-9
- Identification by a previous teacher, previous school, external agency or organisation

It is worth remembering that able, gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Very able but with a learning difficulty or disability that masks their skills
- Expressing behavioural difficulties

Provision

At AIS we aim to ensure that daily teaching meets the needs of gifted & talented students through three approaches *accelerated, enrichment and extension*.

Accelerated consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year or through simply giving them work which would usually be given to older pupils.

At AIS we focus on *enrichment* and *extension* as the two main strategies for meeting the needs of able, gifted and talented pupils.



Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study or adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Classroom Provision

- All teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- There is access to higher level tests for assessment
- Pupils are encouraged to be independent
- Pupils have the opportunity to work with like-minded peers

School Based Provision

- Athena Master Student programme – extended skills development
- AGT – Athena's Got Talent
- School based clubs – some by invitation only
- Enrichment opportunities – Entry to competitions/challenges
- League competitions
- Specialist teaching
- Intervention groups
- School Council
- Wide range of extra-curricular activities and clubs
- Recognition and celebration of achievements in external activities e.g. football, netball,
- gymnastics, swimming, diving, cricket, martial arts
- Performing arts and music

The Inclusion Register

The Inclusion department maintains a tiered list of students with identified gifts & talents, learning needs as well as Emirati students. Identification of needs requires sensitivity and discretion; ensuring effective relationships (with students and families) and maximum impact of support.

Signed.....Date.....

School Principal

- **Please note that all policies are reviewed on an annual basis.**



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مدرسة متميزة تعدُّ جيلاً فعالاً مدركاً لتعاقله ومستعداً للتعايش والتعاون في مجتمع متعدد الثقافات.





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