

POLICY ON GIFTED AND TALENTED

AY 2023-24

Policy Reviewed in April 2020, April 2021, April 2022 and April 2023
Policy to be reviewed again in April 2024

"WE value the visible and invisible qualities that make YOU who you are"

Contents:

1. Introduction	
2. Inclusion Vision.....	
3. Mission.....	
4. Aims	
5. Gifted and Talented	
6. Responsibilities.....	
7. Links to other policies	
8. Monitoring arrangements.....	

1. Introduction:

At The Indian Academy we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with The Indian Academy ethos, all students will be given full access to all areas of learning and teachers will endeavor to ensure all students reach their full potential, irrespective of race, age, or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. At The Indian Academy we value the individuality, giftedness, and talents of all our students.

2. Inclusion vision: To create ,nurture & sustain an inclusive culture where differences drive innovative solutions to meet the needs of our stakeholders.

3. Mission: Develop a culture of innovation, Inclusion, and creativity to support students of diverse needs. For lifelong learning journey with a sense of understanding, compassion for others and the courage to act on their beliefs to become active members of society.

4. Aims The Indian Academy thrives :

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for the needs of the full ability range both within and beyond the curriculum and that giftedness is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community.
- To raise the aspirations of all students through an ethos of high achievement and challenging learning opportunities.

We know that many students will have additional educational needs at some time during their school life. At Indian Academy we recognize that students have giftedness and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning

5. Gifted and Talented

Definitions as per KHDA inspection framework

“The definitions of **Gifted and Talented** students take account of the ‘Differentiation Model of Giftedness and Talent’ and align 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 will always demonstrate exceptional levels of competence in the specific domains of human ability”.

All gifted students have the potential to be highly able but not all highly able students are truly gifted. Common distinctions between the able and gifted child include:

- An able student knows the answer; the gifted learner asks the questions.
- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well-focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.

- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world.
- An able student works hard to achieve; the gifted learner knows without working hard.
- An able student enjoys school; the gifted learner enjoys self-directed learning.
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.”

Identification of students

Gifted and talented students at The Indian Academy are considered to be students of high ability who are judged as showing outstanding skill in one or more of the following: • General intellectual ability

- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability.

Students are identified in the following ways: Academic Gifted and Talented:

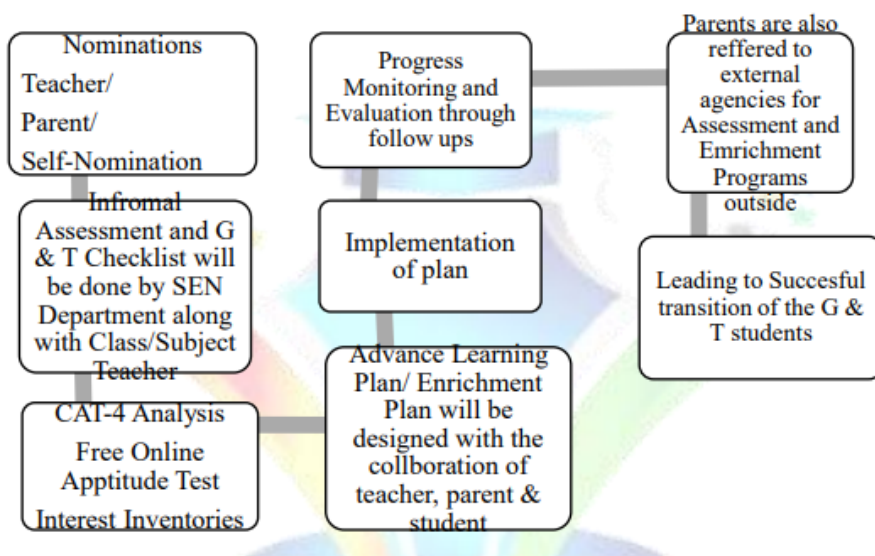
- Students with a CAT4 score of 120-129 in one or more areas with an attainment below expectation are identified as highly able.
- Students with a CAT4 score of 120-129 in one or more areas with an attainment in line or above expectation are identified as highly able and talented.
- Students with a CAT4 score of 130 or above in one or more areas with an attainment below expectation is identified as gifted.

Students with a CAT4 score of 130 or above in one or more areas with an attainment in line or above expectation is identified as gifted and talented.

Non-Academic Gifted and Talented:

- Students are being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has a separate criterion for identifying students in three separate levels. o
 - Level 1: Participates within the school
 - Level 2: Represents the community
 - Level 3: Represents the country

- Students will be identified in academic subjects across Key Stage 3 and Key Stage 4 through each subjects' identification criteria which relates to the abilities and identification process in that subject.



Means of identification

Referral by teachers of students with explicit higher ability
Teacher Observation/Checklists/Survey
Internal assessment results (School-based summative and formative assessments)
Parent nomination with supporting documentation
Previous school records, at time of admission
Standardized assessments of cognitive development and ability that can only be administered by Educational Psychologists
External assessment results, if available
School assessment data using Asset and CAT 4
As some Gifted and Talented students struggle to perform well in standardized tests, Learning Support Staff can aid in profiling
Awareness of EAL students (English as an Additional Language) who may not be proficient with the English language to be easily identifiable

Provision for Gifted students

Multiple extension and development activities are available to ensure more able and gifted students are given the opportunity to reach their potential. Where activities are school based, measurement of impact will be done on site.

Through school provision
Provide opportunities for problem-solving, hypothesizing and developing thinking skills
Give students the chance to work with other Gifted students in a small group situation
Identify Gifted students' extension/challenging work in schemes of work and lesson plans
Generate strategies for class discussions to ensure that gifted students can contribute without dominating
Use appropriate resources to stretch and challenge gifted learners
Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject
Where teachers have identified students who are gifted in these areas, they should alert parents to the existence of extra-curricular activities that may be of interest to their child
Independent work and leadership opportunities will be provided across the Key Stages
Students will be encouraged to fully engage with extra-curricular opportunities
Links with outside agencies and referral to these will be done through teachers/departments
Monthly newsletter detailing projects to develop independent study skills, critical thinking skills and areas of talent.

Outcomes of successful provision - Monitoring and measurement of impact

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student, and parent questionnaires
- Formative and summative internal as well as external examination data
- Monitoring and reviewing
- Gifted and Talented coordinator reports and liaison with other external agencies

The successful provision would facilitate:

- Well managed personal, social, and emotional aspects including attendance and punctuality.
- Students readily take initiatives, managing their projects and making reasoned decisions.
- Demonstrating positive and responsible attitudes, self-reliance and thrive on critical feedback

6. Responsibilities

The Head of Inclusion plays a lead role in coordinating the school's Gifted and Talented provision with the G&T designated lead. This involves working with the Principal, Senior Leadership Team and specific subject Gifted and Talented nominated members to determine the strategic development of the policy.

Specific responsibilities include ensuring that:

- G&T students are effectively identified.
- The G&T Register is accurate and updated at least termly.
- The provision for students with G&T is well planned and effective.
- Accelerated Learning Plans support and monitor student engagement.
- The impact of provision is monitored and evaluated.
- Parents and students are kept fully informed of progress and planned provision.

- The records of students with G&T are accurate, updated and in line with department guidelines. .
- The performance of the Teaching Staff is monitored and effective.
- There are advice and access to training available to staff.
- The SEF and Inclusion Department Improvement Plan reflect accurately the strengths and areas for development of students with G&T.
- The Coordinators for gifted and talented students will offer support, advice, and guidance to all staff on best practice for the provision of G&T.
- All faculties must ensure an appropriate provision for the G&T within their lesson planning and delivery.
- All individual teachers have a duty to be aware of individual student's needs and to provide appropriately for all students in their care.

Within the classroom:

- Student-centered, learning, valuing, and utilizing students' interests and learning styles.
- Provide work that enriches rather than 'more of the same'
- Using a variety of resources, ideas, strategies, and tasks.
- Encouragement metacognition, or 'thinking about thinking'.
- A secure learning environment where risk-taking is valued.
- A challenging learning environment, allowing pupils to access higher-order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and ideas.
- Encourage target setting that involves students in their learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.

Records, appropriate personalized provision through the continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests, and aspirations.

Shiny Davison

1. Links to other policies

SHINY DAVISON

- Inclusion Policy
- Curriculum Modification Policy
- Assessment Policy
- Admission Policy

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8. Monitoring arrangements

This policy will be reviewed by Ms. Shabana Chouhan - Inclusion Champion annually. At every review, the policy will be approved by Ms. Shiny Davison– Principal and Mr Tim Hughes -CAO.