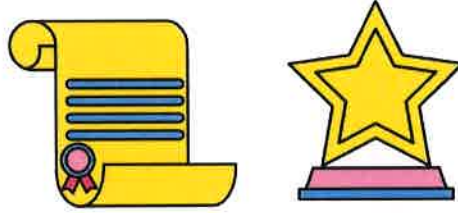




مدرستنا الثانوية الانجليزية، الشارقة - البنين
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

Gifted & Talented Policy



GEMS
EDUCATION

Date of adoption: March 2018

Verified & Signed

Date reviewed: April 2022

Date of next review: April 2024

Principal & CEO



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1. Introduction

At OOB, we believe that every student should have the opportunity to develop and achieve beyond their potential. To ensure that this happens, we aim to provide learning opportunities consistently to all our students; that are challenging, intellectually stimulating, and enrich the curriculum. We believe that gifted and talented students are entitled to as much support, guidance and encouragement as any other student in the school. The school aims to maintain the culture of 'achievement' where excellence is encouraged and celebrated.

In accordance with GEMS OOB 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.

2. Policy Objectives

- 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 aspirations of all students through an ethos of high achievement and challenging learning opportunities.

Many students will have additional educational needs at some time during their school life. At OOB we recognize those students who have gifts and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership and academic learning.



3. Gifted and Talented

3.1 Definitions as per 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.

3.2. Definitions as per Gagne’s model for Giftedness

The term ‘Giftedness’ designates the possession and use of untrained and spontaneously expressed natural abilities (called aptitudes of gifts), in at least one ability domain, to a degree that places an individual at least among the top 10% of his or her age peers. (*Gagné, F., 1993*).

The term ‘Talented’ designates the superior mastery of systemically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual within at least the upper 10% of age peers who are or have been active in that field or fields. (*Gagné, F., 1993*).

Gagné, F. (1993). Constructs and models pertaining to exceptional human abilities. In Heller, K. A. Mönks, F. J. , & Passow, A. H. (Eds.), International Handbook of Research and Development of Giftedness and Talent (pp. 63–85). Oxford: Pergamon Press.



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3.3 Distinction

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

3.4 Identification of students

Gifted and talented students at OOB are considered to be students who are judged as showing outstanding skills.

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



3.4.1 Identification category

Students are identified in the following ways:

3.4.1.1 Academic Gifted and Talented:

- Students with a CAT4 score of 127 and above in one or more batteries
- ASSET stanine score of 8 & above
- Internal scores – 90%
- Teacher checklist to identify intrapersonal factors.

3.4.1.2 Non-Academic Gifted and Talented:

- Teacher Nomination

Students are currently being identified in the domains of creative, social and leadership to identify interpersonal factors.

- The students are catered towards participating in **intra** school events and achievements in the same.
- The students are catered towards participating in **inter** school events and achievements in the same.
- Parent nomination to identify natural abilities/domains – representing the school or community.

3.4.2 Identification Process

We are working towards the identification of Gifted and Talented students in each subject area and data is gathered from a range of sources.

Referral by teachers of students with explicit higher ability
Teacher Observation/Checklists/Survey/Qualitative interviewing
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 administrated by Educational Psychologists
External assessment results, if available
School assessment data using ASSET and CAT 4



4. Provision for Gifted students

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

4.1 School provisions

Provide opportunities for problem-solving, hypothesizing and developing thinking skills
Use a range of teaching and learning strategies and effectively differentiate class and homework tasks.

4.1.1 Provisions for Academic Gifted and Talented

4.1.1.1 Advanced Learning Plan

Advanced Learning Plan is created for the Academic Gifted and Talented students. The plan consists of the following, which is created in collaboration with the teachers and are implemented by the teachers throughout the year. General accommodations for academic Gifted and Talented students are as follows,

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 students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning



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Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject

Encouraging exploration into various trends and topics of interests

Determining students' interests and capitalizing on their inquisitiveness

Encourage students' questions that require causes, experiences, and facts to draw a conclusion or make connections to other areas of learning

4.1.2 Provisions for Non-Academic Gifted and Talented

4.1.2.1 Extra – curricular activities and clubs

Where teachers have identified students, who are gifted in the non-academic areas. Students are identified, monitored and their skills are honed through extra-curricular activities provided by various clubs in the school. These students will be encouraged and trained to participate in events at school/outside school.

Identify their specific gifted and talents in extra curriculars

Finding appropriate opportunities for them to participate & excel

Independent work and leadership opportunities will be provided across the key Stages

Students will be encouraged to fully engage with extra-curricular opportunities

Give students the chance to work with other Gifted students in a small group situation



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Accommodation for creative students

Encouraging students to take part in performances
Auditioning for all productions available (school productions, community productions, and provide many opportunities to display their talents)
Training sessions to enhance their skills
Inviting professionals to discuss techniques and critique
Offering creative drama where students interpret events, stories or statements in their own actions and dialogue.
Creative drama encompasses imagination and creativity (students dress up and pretend to be someone else), pantomime, improvisation, and children's theatre

Accommodations for Creative writers:

Using poetry to help gifted and talented students explore the quality of words including the power of metaphoric language and the subtly and complexity of meaning.
Encourage the students to write journal enhancing their to written skills, rephrasing, and reflecting skills.
Encouraging and enhancing training on: dialogue (written conversation), literary (response to literature read), subject (record information on particular topic): interview eminent people. having literature circles which allows small groups of students to discuss a literary work in depth, enhancing reflection and critical thinking.
Cluster grouping of students with similar interests or ability to work on group or individual projects.
Technology exploration such as blogs or script writing



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Accommodations for Leaders:

Providing the students opportunity to be part of the Student Council in school and Prefectorial Board in school.
Books and audio-visual resources offer wonderful opportunities for reading about and discussing examples of leaders.
Volunteer work offers gifted youth the opportunity to observe, model, and practice leadership skills in real-life
Student involvement in decision making and planning of school-based activities (e.g., representation on school council; organizing and leading initiatives/projects/groups) may be another opportunity to develop leadership potential
Discussion of current events, scenarios, journals, TedX allows students to reflect, problem solve and evaluate real-life issues. This can aid the development of leadership qualities

Accommodations for Sports:

Higher order skills training
Opportunities to coaching in school
Participation in various inter and intra school competitions
Identifying and improving on their giftedness in their respective disciplines.



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Our school has **19** clubs, that aims to cater the students to inculcate and promote their various talents, new ideas and enhance extracurricular activities. They are categorized based on Gagne's model.

Creative

1. Creative & Artistic Club
2. Literary & Drama Club
3. Film Club
4. Rhapsody Club
5. SEWA Club
6. Chess Club
7. Math Club
8. Hindi Club
9. Photography Club
10. Science Club
11. Dance Club
12. Culinary Club
13. Fashion Club

Leadership

1. Innovators club
2. Generation Global
3. Youth Business Club

Social

1. Debating Society
2. Eco Club
3. Inquisitive Club

5. Outcomes of successful provision - Monitoring and measurement of impact

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff and student feedbacks
- Formative and summative internal as well as external examination data
- Tracking progress of Gifted and Talented.



5.1 Successful provision would facilitate:

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

5.2 Impact Measurement Framework

The impact of this policy is measured based on the triangulation following;

- Counsellor overall feedback on policy implementation by teachers
- Student achievements based on school provisions
- Teacher feedback

A student will continue to be on the gifted and talented list based on the triangulation. For academic G&T students, their ASSET, CAT4 scores, and achievements based on provisions will be used to determine continuing on the list.

For Non-academic G&T students, their achievements and teacher feedback will determine their continuation on list. A collaborative meeting will be held with department heads every academic year to review the G&T list.

6. Responsibilities

The Student Counsellor plays a lead role in coordinating the school's Gifted and Talented provision. This involves working with the Principal, Senior Leadership Team, Academics Supervisors to determine the strategic development of the policy. Specific responsibilities include ensuring that:



6.1 Reporting

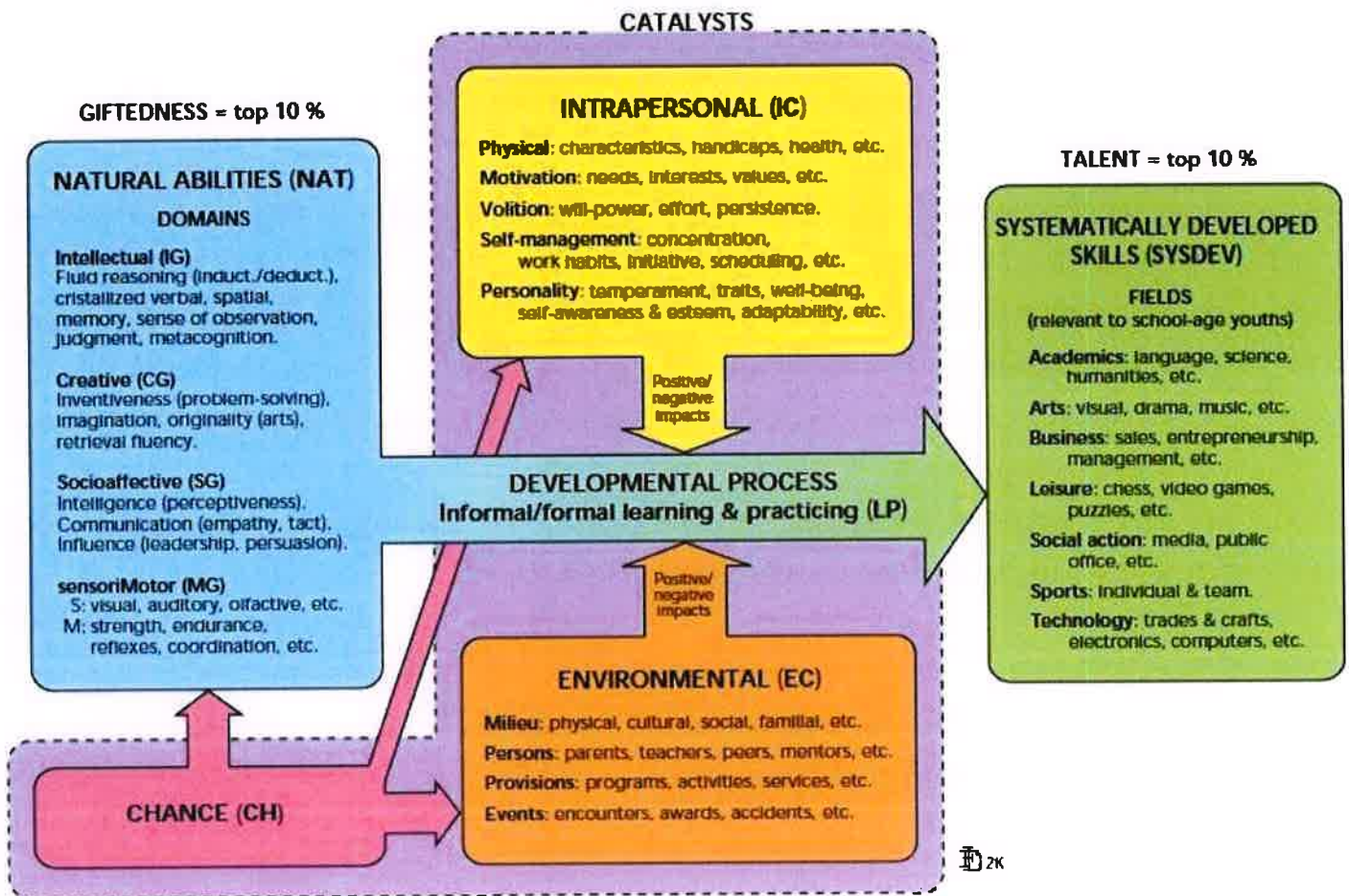
G&T students are effectively identified

- The G&T List is updated termly
- The provision for students with G&T is well planned and effective
- Advanced Learning Plans support and monitor student engagement
- The impact of provision is monitored and evaluated
- Future plans are developed and monitored by class teacher/ subject teacher
- The performance of the teaching staff is monitored through class observation.
- Access to training for staff
- The Inclusion Department Improvement Plan reflect the strengths and areas for development of students with G&T
- The Coordinator for gifted and talented students will offer support, advice and guidance to all staff on best practice for the provision of G & T
- All faculty must ensure an appropriate provision for the Gifted and Talented within their classroom 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

-This policy has been discussed and agreed by the GEMS Our Own English High School, Sharjah-Boys staff and leadership team for implementation.



7. Annex I – Gagne’s model of Gifted and talented



Gagné’s Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

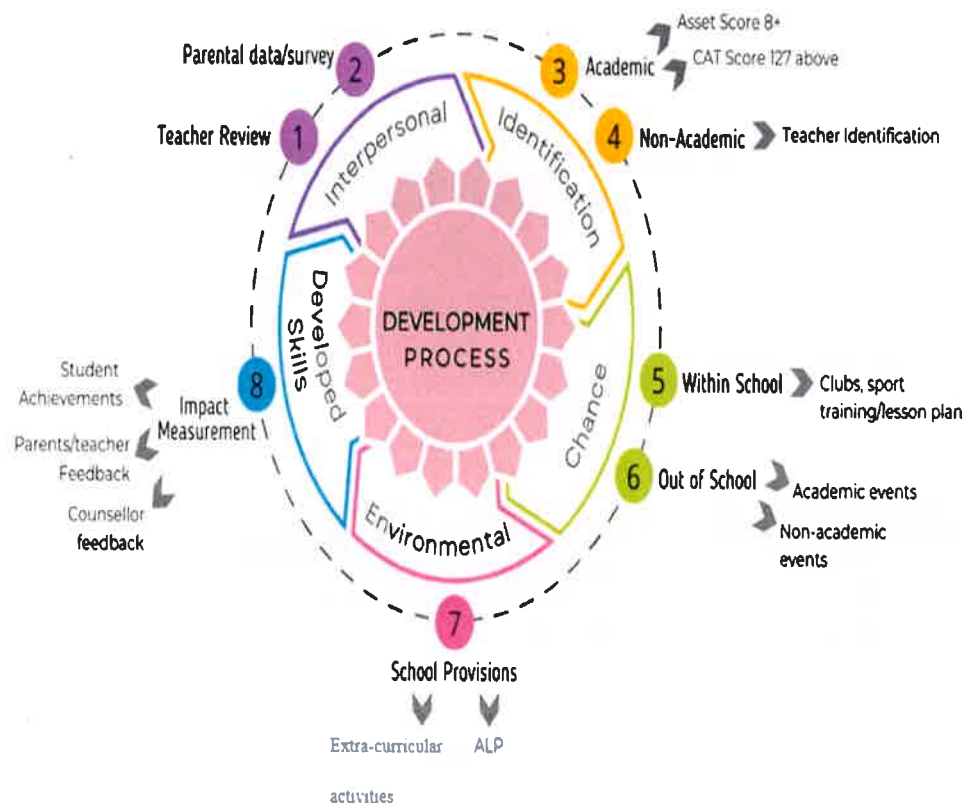


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8. Annex II – Gifted and Talented framework

GIFTED AND TALENTED FRAMEWORK





9. Annex III – Advanced learning Plan

Student Name:

Grade & Section:

Teacher Name:

ALP Start date: APRIL 2021

Review Date: MARCH 2022

About the Student:

Learning Area(s) Addressed:	
Academic <input type="checkbox"/> Reading/ creative <input type="checkbox"/> Writing / Verbal <input type="checkbox"/> Mathematics / Quantitative <input type="checkbox"/> Science / spatial <input type="checkbox"/> Overall	
Learning Attributes:	
Learner's Strengths: eg. Quick Learner	Learner's Needs: eg. Challenging questions
Learner's Interests: eg. Solving critical questions.	Learning Style: eg. Logical, Verbal

Academic goals



Tick the appropriate intervention strategies

- Advanced level resources
- Open-ended questions/tasks
- Content extensions
- Differentiated questioning techniques
- Student choice in activities, products
- Tiered assignments/homework
- Real-world applications
- Advanced use of technology
- Experimentation/Inquiry/Research
- Other:

Features included in the lessons for the G & T: Higher Order Thinking Skills

Parental Engagement Strategies

Feedback



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10. Annex IV- Teacher G&T checklist

Following characteristics may be observed in the classroom:

		C	O	S	N
		CONSISTENTLY	OCCASIONALLY	SELDOM	NEVER
INTELLECTUAL		3	2	1	0
1	Possess and shares a large storehouse of information, some beyond the interest of peer group.				
2	An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts				
3	Vocabulary skill outperforms other students of the same age group				
4	Able to associate and apply the learned knowledge to other areas.				
5	Ask searching questions, which tend to be unlike other student's questions				
6	Show good insight into cause-effect relationships				
7	Have exceptional curiosity and constantly want to know why				
8	Able to understand complicated things through analysis and reasoning				
CREATIVE					
1	Vivid imagination and keen sense of Humour				
2	Is highly creative in finding ways to communicate and express ideas				
3	Refuses to follow others without reasons and doesn't mind of being unique				
4	Demonstrates exceptional ability in some area of the arts or athletics (dancing, drawing/painting, singing, gymnastics, craft etc)				



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5	Is a fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences or related ideas				
6	Displays curiosity about many things, has many hobbies or one intense interest				
7	Becomes deeply involved in stories or films, identifies personally with characters, may create own stories and plays				
SOCIAL					
1	Responsible; can be counted on				
2	Shows strong confidence in getting along with others				
3	Able to communicate with others effectively and able to clearly express thoughts				
4	Ability to influence and persuade others				
5	Empathize with others and be very understanding and sympathetic				
6	Accepts rules, responsibility and routines well				
7	Pleasing manners and etiquettes				
LEADERSHIP					
1	Acts responsibly and "take charge" in social situations				
2	Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
3	Is a leader, role model, trend setter in or out of school				
4	Able to earn respect and trust of others				
5	Gets others to work together and has a cooperative attitude.				
6	Has a cooperative attitude				
7	Is Visionary – has a holistic view				



<p>INTELLECTUAL</p> <p>in C ____ X 3 = ____</p> <p>in O ____ X 2 = ____</p> <p>in S ____ X 1 = ____</p> <p>Total points : ____</p>	<p>CREATIVE</p> <p>in C ____ X 3 = ____</p> <p>in O ____ X 2 = ____</p> <p>in S ____ X 1 = ____</p> <p>Total points : ____</p>
<p>SOCIAL</p> <p>in C ____ X 3 = ____</p> <p>in O ____ X 2 = ____</p> <p>in S ____ X 1 = ____</p> <p>Total points : ____</p>	<p>LEADERSHIP</p> <p>in C ____ X 3 = ____</p> <p>in O ____ X 2 = ____</p> <p>in S ____ X 1 = ____</p> <p>Total points : ____</p>

LIST DOMAIN _____ TOTAL POINTS =

LIST DOMAIN _____ TOTAL POINTS =

LIST DOMAIN _____ TOTAL POINTS =

Use the following directions:

1. Count the number of checks in the "Consistently" box for each domain. A minimum of 5/10 would be considered a majority.
2. Select the 3 highest point totals from the 4 domains and record the total points generated in those 4 domains to determine the student's score on the Gifted Characteristics section.



4. Annex V- Impact Measurement Framework

