



الأكاديمية الملكية، عجمان
The Royal Academy, Ajman



GIFTED AND TALENTED POLICY

(2024-2025)

INTRODUCTION

The Royal Academy Private School values all children equally and endeavors to ensure that each child should have the opportunity to realize his / her potential in a challenging and supportive environment.

We believe in providing the best possible provision for pupils of all abilities. Our teaching and learning are modelled in such a way that each child can aspire to the highest level of personal achievement.

The purpose of this policy is to help to ensure that we recognize and support the needs of those children in our school who have been identified as potentially 'Gifted', 'More able' and / or 'Talented' according to national guidelines.

The school adheres to the following definition of terms:

'Gifted' refers to: 'A student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.' These domains will include intellectual, creative, social, and physical abilities.

'More able' refers to: 'A student who has the potential to or who is working above age related expectations in academic subjects'.

'Talented' refers to: 'A student who has been able to transform his / her 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Provision will be made for these children within the normal class teaching, and sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

Aims & Objectives

The aim of this document is to ensure a consistent approach to the identification and support of the gifted / talented child.

The aims are:

- To agree on shared definition of the terms 'Gifted', 'More able' and 'Talented'.
- To ensure the identification of talented or gifted pupils as early as possible.
- To ensure that we recognize and support the needs of all our children.
- To enable children to develop to their full potential.
- To offer children opportunities to generate their own learning.
- To ensure that we challenge the children through the work that we set for them.
- To encourage children to think and work independently.

Identification

There is a wide range of identification strategies available to assist schools in identifying the various potentials of individual students. It is important to note that **no single process should be used in isolation**. The identification process needs to be on going one, and never a 'once and for all' process. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on Special Educational Needs and Disabilities (SEND) register.

The G & T register will be regularly reviewed and updated termly, to ensure it broadly reflects the school's population in terms of gender, ethnic and socio-economic background.

Identification is usually made by:

- CAT 4 score
- Teacher Observations and Nomination
- Reports from previous schools
- Teacher Assessments
- Pupil's work
- Checklists of characteristics – Generic and Subject specific
- Parental information
- Peer and Self-nomination
- Standardized Assessment of Cognitive Development and ability that can only be administered by a psychologist.

Once identified, the Class Teacher will work alongside the G & T Coordinator to validate the nomination with the Assessment Data. If agreed that the criterial components are met, the child's name will be entered in the G & T list.

Provision

Provision within the Curriculum

All teachers will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning. The school is currently developing the capacity for independent learning, and we envisage giving G & T students more access to independent text ended activities.

Out of Class Activities

The following are offered and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skill.

- Flexible Learning Days
- I know my Science / Do It Yourself
- Innovative Suggestion Box
- Projects
- Pro-active Clubs
- Participation in competitions
- Musical and Sporting activities

Provision through Outside Agencies

Parents should inform the school if their child is engaged in any G & T program outside the school. The school will then, through discussion with the parents and coaches, support the student to manage both their learning and their activity to success.

Implementation of the Policy:

The G & T Coordinator has the overall responsibility to: -

- Ensure that the policy is implemented.
- Compile and update the register, termly.
- Coordinate the monitoring of progress of the G&T students on the register.
- Ensure that the professional development program includes relevant aspect of G & T.
- Ensure that all staff is fully aware of the G&T cohort and their targets.

The Principal is responsible for overseeing the progress and providing feedback to the Advisory Board and SLT by: -

- Ensuring that the G & T Coordinator implements the policy and coordinates the monitoring progress
- Ensuring that the professional development and program for all staff includes relevant aspects of gifted and talented provision.

All School staff has a responsibility for: -

Identifying students who should be on the G&T register and referring them to the G&T Coordinator for Assessment.

- Ensuring G&T students are considered in every aspect of the planning.
- Supporting staff in the preparation and delivery of appropriate G & T activities.
- Ensuring that all curriculum staff considers the range of strategies identified in this policy.

Continuous Professional Development

- Regular training for coordinators
- Appropriate in-service training for all staff
- Involvement in partnership coordinator meetings and training initiatives.

Process for Development and Review

The school has an action plan to support the implementation of this policy with clearly defined monitoring and evaluation processes.

Our commitment to support the Gifted, More able and Talented students is reflected in our school plans

This policy and the success of the school's provision for the gifted and talented students will be reviewed annually by the Principal /Coordinator.

Links to other Policies

This G & T policy should be read in conjunction with the SEND policy.

Approval by the Advisory Board and Review Date

This policy has been formally approved and adopted by the Senior Leadership Team

Next Review Date: April 2025



