



# DELHI PRIVATE SCHOOL, AJMAN

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## GIFTED AND TALENTED POLICY

### Introduction

Delhi 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 students of all abilities. We plan our teaching and learning so 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 “gifted” and/or “talented” according to national guidelines.

### Ministry of Education Definition of Gifted and Talented

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.

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 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.
- **'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 their “giftedness” into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. These specific domains are:
  - Coding and Robotics
  - Literacy

- Numeracy
- PE & Sports
- Visual and Performing Arts

## **Aims & Objectives**

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

To agree on shared definition of the term “more able”

- To agree on shared definition of the terms “more able”, "gifted" and “talented”.
- To ensure that 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. It is important to note that **no single process should be used in isolation**. The identification process needs to be on going, never “once and for all” and will always veer on the side of the positive. 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 **SEN** register. The gifted and talented 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 and ASSET score
- Teacher observations and nomination
- GATES Assessment
- 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 Gifted and Talented Coordinator to validate this nomination with assessment data. If agreed that the Criteria's are met; the child's name is 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 Academy is currently developing the capacity for independent learning, and we envisage giving gifted and talented students more access to independent extension 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.

- School Clubs
- Projects
- Participation in Competition
- Musical and sports activities (Expressions and Sports Day)

### **Provision through outside agencies**

Parents/ carers should inform the school if their child is engaged with any gifted and talented program outside the school, e.g. plan for gifted and talented by Stanford University, elite squad in a sporting activity. The school will then, through discussion with the parents/ carers and coaches, support the student to manage both their learning and their activity to success.

### **The Gifted and Talented Coordinator has overall responsibility for:-**

- Ensure that the policy is implemented.
- Formulate ALP for the Extremely Probable students as per GATES Assessment.
- Compiling and updating the register termly.
- Coordinating the monitoring of progress of the gifted and talented students on the register.
- Ensure that the professional development program includes relevant aspect of gifted and talented.
- Ensure that all staff is fully aware of the gifted and talented cohort and their targets.

**The principal is responsible for overseeing progress and providing feedback to the advisory board and SLT by:-**

- Ensure that the Gifted and Talented coordinator implements the policy and coordinates the monitoring progress
- Ensure 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 gifted and talented students are considered in every aspect of Planning;
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities; and
- Ensuring that all curriculum staff considers the range of strategies identified in this policy.

#### **Continuing Professional Development**

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

Links to other Policies

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

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

**Review date: May 2024**