



CROWN AMERICAN PRIVATE SCHOOL
مدرسة كراون الأمريكية الخاصة

**Gifted & Talented
Policy**

2024-2025

Policy Overview:

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|--------------------|---------------------------------|
| Policy | Gifted & Talented Policy |
| Function | Managing Talent of All Students |
| Policy lead | SENCO/Head of Inclusion |
| Created on | 15 September 2024 |
| Next Review | 15 September 2025 |
| Reviewed by | Principal and Head of Academic |

Table of Contents:

| | |
|--|--|
| 1. Introduction | 1.1 Definition of Gifted and Talented 1.2 Differences between Gifted and Talented 1.3 US Department for Education Definition 1.4 G&T Program Elements |
| 2. Mission | 2.1 Mission Statement |
| 3. Objectives | 3.1 G&T Education for All 3.2 Education for the G&T |
| 4. Identification of Gifted and Talented Students | 4.1 Identification Methods 4.2 Challenges in Identification 4.3 Range of Identification Methods |
| 5. Theory of Multiple Intelligences | 5.1 Overview of Gardner's Theory 5.2 Multiple Intelligences and Characteristics |
| 6. Advanced Learning Plans (ALPs) | 6.1 Definition and Purpose 6.2 Development and Review Process 6.3 Responsibilities in Managing ALPs |
| 7. Staff Responsibilities | 7.1 Class Teachers 7.2 Heads of Phase & MLT 7.3 Inclusion Head/SENCO |
| 8. Process for Review and Development | 8.1 Coordinator Responsibilities |
| 9. Review | 9.1 Annual Review Process |

1. Introduction

1.1 Inclusion at Caps recognizes the grounding of the school's curriculum as an American school, as well as our local context as a school within the UAE. We thus run a Gifted & Talented programme that respects the ethos of both country's school governing institutions.

| Gifted | Talented |
|--|--|
| 'Gifted' is defined as being exceptionally able in academic subjects, such as English, Math, Science, History or Geography. | 'Talented' is defined as being exceptionally skilled in practical subjects such as Music, PE and Drama. |
| The term giftedness refers to 'a student who is in possession of untrained and 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 his / her 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. |

1.3 The US Department for Education defines Gifted and Talented in the following way:

Gifted and Talented is the term applied to those students who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their year group.

1.4 G&T Program Elements:

All school programs for gifted and talented students should include the following:

1. Differentiated opportunities for learning commensurate with the gifted and talented students' particular abilities and talents.
2. Alternative learning environments in which gifted and talented students can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials.
3. Elements that help gifted and talented students develop sensitivity and responsibility to others.
4. Elements that help to develop a commitment in gifted and talented students to constructive ethical standards.
5. Elements that assist gifted and talented students to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment.

2. Mission:

2.1 The mission of gifted & talented education policy in the CAPS is to identify and develop the potential of gifted & talented students systematically and strategically by providing them with appropriate opportunities so that they can unleash their potential under a flexible teaching and learning environment.

3. Objectives:

3.1 To provide “G&T Education for All”

Infusing the core elements of G&T education in regular classes to promote students’ high-order thinking skills, creativity and personal-social competence so that all students are provided with the opportunities to develop their potential. Through participating in diversified and challenging classroom activities, gifted & talented students or students with higher ability will become more engaged in learning and thus their giftedness can be developed. Besides, teachers are encouraged to adopt differentiated teaching strategies, such as flexible grouping, tiered assignments or anchored activities to cater for the needs of students with outstanding performance in different Key Learning Areas so as to enhance their interests and ability.

3.2 To provide “Education for the G&T”

Stressing the provision of systematic school-based G&T education programs for students with outstanding performance in class. This includes offering different school-based pull-out programs for students with similar abilities and interests so that they can further develop their potential through interacting with their peers. Besides, in parallel to developing students’ knowledge in specialized areas, schools can also organize courses on effective education and leadership training to cater for students’ social and emotional needs so as to ensure the holistic development of gifted students.

4. Identification of Gifted and or Talented Students

4.1 The following steps are taken to identify G&T students:

1. Observations.
2. Interviews with parents.
3. Gifted & talented screening checklists.
4. Student interest surveys, self-reports and student interviews.
5. Standardized attainment tests.
6. Standardized assessments of cognitive development and ability that can only be administered by psychologists.

4.2 Giftedness is not always visible and easy to identify. Its visibility can be impacted by cultural and linguistic background, gender, language and learning difficulties, disability, socio-economic circumstance, location and lack of engagement in curriculum that is not matched to their abilities.

From an early age, being out of sync socially and emotionally with their same-age peers, can lead to gifted learners underachieving academically, disguising their true abilities for peer acceptance. Therefore, the CAPS G&T policy assure that identification of gifted and talented learners occur as early as possible. For some, learner's giftedness may emerge at a later time; hence, the identification processes need to be repeated at regular intervals.

4.3 The school has the discretion to decide how best to identify their gifted and talented students but are likely to obtain the best results by drawing on a wide range of information sources, including both qualitative and quantitative information. The school G&T policy state a range of popular methods for identification as listed below:

1. Diagnostic Periodical Exams.
2. Teacher/staff nomination.
3. Checklists.
4. Testing- achievement, potential and curriculum ability.
5. Assessment of children's work.
6. Peer nomination.
7. Parental information.
8. Discussions with students.
9. Using community resources.
10. International cognitive assessments (CAT4)
11. International academic assessments (MAP)

Methods can differ between age phases and between different subjects. CAPS provides detailed guidance to support assessment in different subject areas and this is a useful starting point to develop the approaches to identifying and supporting gifted and talented students, both within and across the curriculum, curricular activities and non-curricular activities.

5. The theory of multiple intelligence:

5.1 According to Dr Howard Gardner's Theory of Multiple Intelligences, human intelligence can be classified into at least eight intellectual capacities, namely linguistic, spatial, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence. The theory believes that everybody possesses the multiple intelligences mentioned above. Yet, the degree of the performance in each intelligence may vary from student to student, some are better while some are weaker. In fact, a certain level of achievements in all the above intelligences can be achieved through learning and training. Generally speaking, gifted students have better performances in one or more than one of the above intelligences.

| Gardner's theory of multiple intelligences | No. | Multiple Intelligences | Characteristics |
|--|-----|------------------------|---|
| | 1. | Linguistic | Effective speaking and writing skills; good at expressing and explaining ideas and thoughts through language; can understand profound meanings in language; love reading, writing, editing and story-telling. |
| | 2. | Spatial | Sensitive to colors, lines, shapes, format, space and the relationship between them; think and express in image and figures; love painting, sculpture, graphic design, photography and architecture. |
| | 3. | Logical mathematical | Effective use of numbers and logical reasoning; love to explore rules, causal relationship or logical relations between things; good at abstract thinking; love mathematical calculation, inferences, induction and analysis. |
| | 4. | Bodily kinesthetic | Good co-ordination of limbs; like to use different body parts to express thoughts and feelings; prefer to use gestures and actions to communicate; develop ideas through physical sensation. |
| | 5. | Musical | Highly sensitive to melodies, rhythm and pitch; able to understand music pieces thoroughly; good at expressing ideas and thoughts through music; love performing, playing musical instruments and acoustics |
| | 6. | Interpersonal | Observant to others' emotion, thoughts and behaviors and able to respond appropriately; good at communicating and getting along with people from all walks of life and different age groups; have empathy for others. |
| | 7. | Intrapersonal | Place a high value on self-understanding; able to know one's strengths and weaknesses; keen on self-reflection on daily events and analysis of the relationship with others and the world; have a strong sense of self-awareness that drives them to plan their life. |
| | 8. | Naturalistic | Great interests and curiosity about plants and animals; good at observing the discipline and change cycle of nature; able to identify the relationships between different elements of the natural environment. |

6. Advanced Learning Plans

- Advanced Learning Plan" or "ALP" means a written record of gifted and talented programming utilized with each gifted / talented student and considered in educational planning and decision making.
- ALPs are dynamic, working documents developed and reviewed through collaborative efforts of the teacher(s), parents and student. The areas selected as priorities for smart goals are monitored through ongoing assessment and parent-teacher conferences.
- ALPs are managed and monitored in the school and filed in the student's cumulative file. ALPs are signed annually by parents, the child's teacher(s), the student (as appropriate) and other personnel involved in development. ALPs are reviewed on regular basis and ongoing meetings are held on monthly basis. The ALPs meeting members include: Parents, Class teachers, Social workers, Special

educators, SENCO & Other members from the Inclusion department.

7. CAPS staff member's responsibilities:

7.1 Class Teachers:

1. To refer any students who they believe are G&T to the coordinator for screening.
2. To know who their G&T students are.
3. To provide opportunities for self-driven learning within their subjects.
4. To offer activities within lessons that sufficiently stretch and challenge G&T.
5. To complete student review meetings with their HOD/Team Leader looking at attainment level of G&T students and identify reasons for high or low attainment.
6. To participate in preparing, reviewing and amending the ALPs.

7.2 Heads of Phase & MLT:

1. To ensure that all department members are aware of who are the G&T students (highlight) class registers.
2. To analyze the data of G&T students and identify any underachieving students and work with teachers to formulate an action plan to address underachievement.
3. To ensure that the schemes of work provide the necessary differentiation to cater for the needs of the G&T students.
4. To assist staff in planning to meet the needs of pupils and in the monitoring of teaching objectives.
5. To provide additional extra-curricular opportunities for G&T students.

7.3 Inclusion Head/SENCO:

1. To participate in the school G&T policy review & amendment.
2. To assure the implementation of G&T school policy.
3. To review said policy once a year/monitor, evaluate and revise.
4. To hold annual review meetings and to do yearly audit of G&T register
5. Assist staff in identification and determining needs of individual students.
6. Set-up meetings with parents and coordinate the write of the ALP
7. To maintain awareness: current trends/initiatives/available INSET/disseminate information to staff as required.
8. To organize extra-curricular activities that not only provide extension opportunities to develop and enhance their skills but also allows for friendship networking among peers with similar interests.
9. To liaise with staff, parents, local schools, other professionals and the wider community.
10. To implement procedures and coordinate the process to identify gifted and talented students at all grade levels campus wide, including review of student data and testing of students.
11. To develop and revise gifted and talent curriculum.
12. To assist teachers to develop and provide gifted and talented students with alternative course work through curriculum modification, acceleration, etc.

13. To develop and conduct or arrange for staff development sessions, including sessions on delivery of instruction, enriched learning in classroom settings, and methods for identifying gifted and talented students.
14. To develop and coordinate a continuing evaluation of the gifted and talented program and implement changes based on the findings.

8. Process for Review and Development

8.1 The Gifted and Talented coordinator is responsible for:

- Updating and reviewing the information record of pupils on the gifted and talented register and monitoring their progress.
- Reviewing the policy
- Monitoring provision
- Ensuring liaison with parents where necessary
- Keeping up to date with current practice and disseminating to staff
- Consulting with Senior Leadership Team, the middle leadership team and staff.

9. REVIEW

9.1 This policy will be reviewed at least once a year by the principal and Head of Academic.

