



Gifted and Talented Policy Guidelines

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0.1	Gifted and Talented Policy Guidelines	Final	Inclusion Head and Vice Principal	Principal/ Vice Principal	July 2023	August 2024	August 2025
	Regional Director		Principal			Vice Principal	
	Head of Foundation Stage		Head of Primary			Head of Secondary	

Gifted and Talented Statement of Intent

Gifted and Talented provision at Newlands School is meticulously linked with the school's vision, mission, and core values, with a specific focus on:

- Ensuring all pupils have access to a wide-ranging, balanced and appropriate curriculum, which meets their individual needs.
- Promoting a cross curricular approach to gifted and talented provision.
- Providing learning experiences that enable students to reach their full potential and involving them to participate in all decision-making processes that occur in their education i.e., their views are sought and considered.
- Creating a constructive atmosphere wherein students can develop self-confidence and self-respect.
- Ensuring that students and staff receive specialist support and guidance as appropriate.
- Working closely with a student's previous school to ensure effective transition and outside agencies to provide the necessary support for students.
- Enabling all staff to play a part in identifying able, gifted and talented pupils and to be accountable for recognizing and addressing their individual needs.
- Encouraging, wherever possible, an effective parent partnership in developing and establishing a joint learning approach at home and at school.

Head of Inclusion Responsibilities

The Head of Inclusion will be accountable for promoting Gifted and Talented provision across all phases of the school. Additionally, demonstrating best practices along with recommending varied classroom strategies will be at the forefront. Finally, parental involvement and communication will be of utmost importance.

What does it mean to be Gifted/Talented?

Newlands School recognises that the KHDA identifies students with special gifts and talents are one of the groups most at risk of educational exclusion, and we strive to prevent this. The KHDA 2015-16 Inspection Framework definitions 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 and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.

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.

Gifted/Talented pupils can have/be:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- Special Educational Needs/Disabilities
- Behavioural difficulties

Most Able Students in the Classroom

Most able students are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so apparent (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability.
- A much larger group of students with high levels of ability and achievement.
- Students with high levels of ability, but who are not achieving at a high level.

Provision

Newlands School recognises that all our students have gifts and talents and through a broad and balanced curriculum, rich co-curricular programme and humanitarian activities will ensure that these students have every opportunity to excel.

Strategies that should be used, but are not limited to:

- Acceleration
- Differentiation
- Teacher-student matching
- Mentoring/cross-age tutoring
- Independent Negotiated Programs – school/home connection
- Competitions – school/home connection
- In-class module extensions, added challenges and complex problem-solving
- Peer teaching
- Research tasks
- Cross-curricular applied challenges
- Multimedia presentations

- Logic challenges
- Transformations (i.e., opportunities to re-author work in different genres or for different audiences)
- Competitions
- Group challenges to foster leadership skills

Staff Responsibilities

All homeroom teachers and specialists (with the support of phase leaders) are responsible for recommending gifted and talented students in their classes, and for tracking their progress to ensure that they achieve their potential. The most able should be identified as a subgroup when tracking and interrogating data.

Referral Process:

- Students who attain a mean SAS score of 120 and above and/or 125 and above on any of the 4 strands on the CAT 4 assessment are highlighted by the Inclusion team.
- Staff (through observation and recommendation) complete the GATES (Gifted and Talented Evaluation Scale) form. This screener is an innovative, quick approach for identifying students **5 through 18 years** of age who are gifted and talented. The GATES has 5 scales: General Intellectual Ability, Academic Skills, Creativity, Leadership, and Artistic Talent. Each scale has 10 items.
- Upon triangulation of standardized assessment data and teacher recommendation from GATES, students will be invited into the Gifted and Talented Programme with consent from their parents.

Monitoring and Progress:

The progress of gifted students will be monitored in the school's data tracking system, which will highlight where specific students slow down or accelerate in their learning progress. Each department will be required to have curriculum plans that provide for the enhancement of learning in each module for gifted students.

This policy should be read in conjunction with Newlands Inclusion, Curriculum Modification and Intervention & Enrichment Policies.