



## More Able, Gifted and Talented Students

### Introduction:

Shakespeare International Academy (SIA) welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all students and enable them to maximize their potential.

Gifted students learn at a different rate from other children and accommodation at that rate is crucial to their intellectual and emotional development. These students need to be extended beyond the core content, to work at higher levels demanding greater complexity of thought. Gifted students need the challenge and freedom to explore research and express themselves.

This policy outlines the purpose, nature and management of the teaching and learning of gifted and talented pupils at SIA.

### Definition

Following the Gagne Model of Giftedness and Talent (1985, 1991, 1997, 2002), giftedness is defined as innate, dynamic potential in a specific domain or domains, while talent is the actualization of a gift within a specific domain. Giftedness refers to above average aptitude, talent to above average performance and achievement.

- 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 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, including academic, technical, science and technology, arts, social service, administration/sales, business operations, games, sports and athletics.

### Rationale

Assumptions underlying the provision for gifted students at SIA.

- Gifted students learn at a different rate from other children and accommodation at that rate is crucial to their intellectual and emotional development. Differences in rate and pace can vary, necessitating differences in kind and degree of instruction.
- Many Gifted students are passionate about depth, range and complexity of knowledge. Many Gifted students easily and quickly seek out and master the core concepts and skills of disciplines, and desire to pursue them further. Gifted students need to be extended beyond core content, to work at higher levels demanding greater complexity of thought. Gifted students need the challenge and freedom to explore, research and express themselves.
- Ability grouping. Gifted students need the challenge and stimulation of being together, with high levels of academic expectation set for products, processes and content.
- Tutoring and mentoring by peers and students in higher year groups is to be approached cautiously. The Gifted and Talented student and his parents must reach agreement with the school.

### Aims

At SIA we work together to meet the special needs of the gifted and talented children in our care in the following procedures:

- To use a broad range of qualitative and quantitative data to identify gifted and talented children. Data from MI Test and progress test are utilized and monitored regularly.
- Talent questionnaires – to choose their interest in talent show and school program.



- Learning Managers and the G&T coordinator draw parents' and children's attention to relevant and stimulating extra-curricular events within the school and within reach of the State of Qatar. Which could inspire, enthuse or motivate specific children, based on our knowledge and understanding of their interests and talents.
- Organizing attendance at workshops or events led by the Local Authority specifically for gifted and talented pupils, example debates, Quran recitation program, reading program, inter-school competitions, etc....

### **The role of G&T Coordinator**

The G&T Coordinator is to monitor the ongoing progress of all pupils identified as either gifted or talented. This is achieved by.

- Assists with the identification of gifted students through MI test.
- Monitors the social and emotional needs of gifted students through student concerns.
- Assists with the continuing upgrading of the professional expertise of the staff, PD workshops.
- Discussions with parents and students to promote extra-curricular extension/enrichment activities, Talent and enrichment questionnaires.
- Has specific training in meeting the needs of gifted children, meetings.
- Supporting departments in further developing differentiated teaching, curriculum enrichment and extension and ensuring that resources are provided to improve provision for G&T.
- Developing strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, tutor group, year and whole school levels.
- Recommend extension and enrichment activities and opportunities, record activity report evidence.
- Demonstrate and disseminate good classroom practice in teaching the high achievers.
- Report regularly to the Senior Leadership Team.
-



## Enrichment plan

### • Program structure – programming components.

% of motivation	<u>Primary</u>	<u>Secondary</u>	<u>MI Intelligences</u>	<u>Timeline Frequency</u>
<b>Regular classroom 60%</b> <ul style="list-style-type: none"> <li><b>High achievers</b></li> </ul>	Differentiated, compacted curriculum. Exposure/ enrichment (speaker in morning assembly, extra books, research topic, high level worksheets)	Differentiated, compacted curriculum. Exposure/ enrichment (speaker in morning assembly, extra books, research topic, high level worksheets)	<b>All MI intelligences</b>	Weekly/termly
<b>Special program 40%</b> <ul style="list-style-type: none"> <li><b>Talented students and high achievers</b></li> </ul>	<b>Competitions</b> Creative thinking Spelling bee Art and craft Visual and performing ART. Drama – music Problem solving Scientific research Math league	<b>Competitions</b> Creative thinking Debates Scrabble Creative writing Art and craft Visual and performing art Drama – music Problem solving Scientific research Math League Kinesthetic programs Self – defense program Talent show	Logical Linguistic Linguistic – spatial Linguistic – intrapersonal Spatial Spatial and linguistic Interpersonal – linguistic Logical Logical and natural Logical Kinesthetic Kinesthetic All MI intelligences	<b>Termly</b>

### Ensuring Quality

The G&T Coordinator will be responsible for ensuring quality throughout the program. The quality of enrichment/study will be:

- Delivered by enthusiasts which, carefully planned, evaluated and modified as and when necessary.
- Clear outcomes which relate to pupils' needs and have a tangible end product e.g. certificates, better examination grades.
- Appropriate to the careful selection of gifted and talented students
- Related to curriculum content and can extend student understanding or are in an area of student interest outside the curriculum.

### Students:

- are enthusiastic, innovative, enterprising, independent, efficient and effective learners, well focused, reflective, analytical, collaborative, very clear communicators who are successful.



- make meaningful connections between areas of learning from a variety of sources to deepen their understanding of the world.
- apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- hypothesize and draw inferences to facilitate their problem solving.
- are meta-cognitive and self-regulated. They take responsibility for their own learning. The gifted and talented learner asks the questions, knows without working hard, enjoys self-directed learning and uses that imagination to experiment with ideas.

### Teachers role;

Teachers will use a range of strategies designed to meet the needs of gifted and talented students including:

- With the support of Inclusion team plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or curricular and extra-curricular activities (using higher order thinking and questioning skills).
- Set more detailed and complex tasks to stimulate critical thinking. Example, scientific research, micro bits, debates, etc...
- Use varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability. Able, gifted and talented children working with less able children gives the former the opportunity to explain concepts and key learning to their peers, which is very powerful for both parties.
- Give gifted and talented children opportunities for leadership within the student SLT.
- Plan lessons that will motivate, challenge and extend the able, gifted and talented pupils in their class.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each child's ability.
- Review pupil progress termly and report to parents at parent consultation meetings.
- Enrichment tasks will be initiated by teachers to broaden the child's skills and understanding that increase the depth of study in a specific area.

Policy Date	June 2024-2025	
Review Date	June 2024	
Reviewed by	School Principal	
Approved by	Board of Directors	