



## NIA Secondary Gifted and Talented Policy

### Rationale

Our School aims state that we:

- help our pupils to develop their skills and abilities intellectually, socially, physically, aesthetically and emotionally
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential and that we are committed to working for quality and equality of opportunity

This policy for the gifted and talented is therefore an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential and includes providing a sufficiently challenging curriculum for those who are more able.

### Aims

This policy is intended to support the following aims:

- the raising of aspiration for all pupils
- high expectations of achievement for all pupils
- greater enterprise, self-reliance and independence for all pupils
- skilled, well prepared and informed teachers who have a perspective and understanding of issues related to those students identified as more able and are committed to developing pupils' full potential at all times
- lessons that stimulate, engage, challenge, inform, excite and encourage; that pupils, through partnership and dialogue with teachers and other students, participate actively
- an entitlement beyond subject teaching, including preparation for adult life and the world of work

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

### Definitions

There are many definitions of 'gifted and talented' but generally the following are accepted:

**Gifted learners** are those who have exceptional abilities in one or more subjects in the statutory curriculum other than art and design, music, drama and PE.

**Talented learners** have the ability to excel in practical skills such as sport, leadership and artistic performance. Such students may well follow a vocational training pathway to accreditation and employment.

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The term '**gifted and talented**' is not to be understood as referring to the most able pupils in the national population, but the term should be viewed as relative as it refers to around the top 10% of any school, regardless of the ability profile of pupils at the school.

Within the School we recognise that the more able, gifted and talented pupils can be:

- high achievers in one area
- of high ability but have behavioural problems
- intellectually playful, imaginative
- opinionated and hold strong beliefs
- have a very extensive vocabulary
- be an underachiever

and...

we also recognise that the more able, gifted and talented may be pupils whose needs, dispositions, aptitudes or circumstances require particularly perceptive teaching or support, including:

- girls or boys
- pupils whose prior attainment may be different from other groups
- pupils for whom English is an additional language
- minority ethnic pupils
- pupils from low income backgrounds
- other vulnerable groups

## Identification

More able, gifted and talented pupils are identified by making a judgment based on an analysis of various sources of information – quantitative and qualitative including:

- test scores (end of term examinations; mock exams, iGCSE and AS results)
- teacher of Head of Year nomination (based on classroom observation, discussion with pupils and departmental colleagues, work scrutiny), recommendations from feeder schools
- predicted grades/results
- CAT 4 data (115 and above)

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KEY STAGE 3		
Area	More Able (TOP 20%)	Most Able (Top 5%)
CAT 4	Year 7 SAS Score + 115	Year 7 SAS Score + 125
	Year 8 SAS Score + 115	Year 8 SAS Score + 125
	Year 9 SAS Score + 115	Year 9 SAS Score + 125
Science	Level 8	Level 9
Humanities	Level 8	Level 9
ICT	Level 8	Level 9
ART / DT	Level 8	Level 9
PE	Teacher Recommendation	Teacher Recommendation
English	Teacher Recommendation	Teacher Recommendation
Maths	Teacher Recommendation	Teacher Recommendation
KEY STAGE 4		
Area	More Able (TOP 20%)	Most Able (Top 5%)
IGCSE Subjects	Level 8 / A	Level 9 / A*
CAT 4	SAS Score + 115	SAS Score + 125
All subjects	Teachers nomination	
KEY STAGE 5		
Area	More Able (TOP 20%)	Most Able (Top 5%)
IAS Subjects	Level B	Level A
CAT 4	SAS Score + 115	SAS Score + 125
All subjects	Teachers nomination	

**The Gifted and Talented Database** is a fluid system accessible to the whole staff and enables staff to add/suspend or remove pupils throughout an academic year, noting reasons for these actions in the database and thus providing further detail on this cohort.

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Year Seven pupils in particular are more likely to be added on an ongoing basis during their first year, as gifts and/or talents are identified.

NIA Secondary encourages departments to assess and develop their gifted and talented provision within and beyond the mainstream classroom. Heads of Department are responsible for responding to the requirement to keep G&T practice within their subject area under review.

## **Organisational approaches and arrangements for coordinating provision**

### **Important strategies include:**

- the Head of Academics identifies the G&T students based on Term 1 exam results (Termly examinations - 8 subjects above the expected level) and this is reviewed each term (in comparison with the new exam results)
- all NIA staff receive the lists of G&T students and are encouraged to prepare extension work for these students.
- parents of G&T students are notified in writing
- recognition, celebration and rewarding of achievement of all pupils – letters, certificates, Academic star of the week, end of year Prize giving
- an awareness amongst all staff of their role in the identification of more able pupils and the need to make their SOWs sufficiently challenging

Individual departmental strategies will differ (individual departmental G&T plans); however, unity and awareness of other departmental activities will be reached through discussion in the T&L committee.

- G&T students are allowed to sit January iGCSE Mock exams and if achieving 60% or higher, they will be registered for iGCSE examinations in Year 10.
- G&T students are allowed to study extra subjects and sit extra iGCSE/AS examinations on the top of the basic curriculum (e.g. extra Global Citizenship - iGCSE, extra French – iGCSE, AS, extra Arabic – iGCSE and AS).

### **Classroom Strategies**

- Helping students to establish what they already know and what/how they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills; particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised approaches
- Allowing different starting points
- Setting open-ended tasks
- Encouraging imaginative creative work

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- Allowing time to tackle extended tasks or individual interests
- Varying grouping e.g. mixed ability, co-operative, reciprocal
- Encouraging students to explain how they have learned something new
- Providing enrichment and extension activities beyond the National Curriculum programme of study
- Valuing and rewarding quality
- Providing opportunities to experience a range of educational visits that further enrich and develop learning
- Providing homework activities linked to learning
- Supporting other students during lessons
- Assist with building Learning Objectives and Success Criteria for lessons

NIA also offers a comprehensive range of extra-curricular activities allowing MAT students to extend their learning in a different context to the classroom.

## **Enrichment and Extension Activities**

These are manifold, subject to change, respond to new directives and are therefore under constant review, yet the following should be, in some form, constant:

NIA G&T students take part and represent the school in various competitions: NIA Maths competitions, Science competitions, Debating, MUN, QSTEAM, Astronomy competition, Young enterprise, Qatar Schools Olympic Programme, etc.

## **RESPONSIBILITIES:**

### **Head of Academics and G&T coordinator**

- to provide data for and maintain the G&T database

### **Heads of Department**

- to create departmental plans for G&T students
- to provide SoWs that contain enrichment/extension material for identified students
- to ensure that teachers in their department know who has been identified as more able
- to set students as appropriate (English, Mathematics and Science) where top set students' plans are differentiated and the students are encouraged to complete extension tasks
- to ensure the enrichment/extension material is used by subject teachers

## **SMT**

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- 
- to work with the Head of Academics and G&T coordinator to oversee provision
  - to include items concerning the G&T cohort on meeting agendas
  - raise the profile of the G&T programme amongst students, parents, colleagues and other schools in the area
  - ensure funds from the School budget are allocated to G&T

This policy is reviewed on an annual basis by the Head of Academics in conjunction with SMT.