Shining Star
International School

SHINING STAR INTERNATIONAL SCHOOL
ABU DHABI

GIFTED AND TALENTED POLICY

I. INTRODUCTION

The Gifted and Talented Policy at Shining Star International School (SSIS), Abu Dhabi, is designed to identify and nurture students with exceptional abilities across intellectual, creative, physical, and social domains. Aligned with international best practices and the UAE's educational framework, the policy reflects the school's commitment to fostering an inclusive environment where all students can reach their full potential.

By providing a tailored curriculum, enrichment programs, and extension activities, SSIS ensures that Gifted and Talented students are supported to excel both academically and personally. The policy emphasizes collaboration among teachers, parents, and the broader community to nurture students' talents while fostering their confidence, creativity, and leadership skills. SSIS aims to create a learning environment where students' exceptional abilities are recognized, developed, and celebrated, helping them prepare for future success and leadership in a global context.

II. PURPOSE & OBJECTIVE

Shining Star International School is committed to meeting the educational needs of all its students across the spectrum, recognizing special talents in the intellectual, creative, and physical domains.

At SSIS we believe in providing equal opportunities to all the pupils and ensure that they reach their full potential irrespective of race, age or ability. We plan our teaching and learning in such a way that students can aspire to the highest level of personal achievement enabling full expression of their abilities.

III. AIM

The aim of the **Gifted and Talented Policy** is to ensure that all able, gifted, and talented students are identified and nurtured through a personalized and enriched curriculum. The policy seeks to provide tailored opportunities that help students develop the skills and competencies necessary for their future roles. It ensures that every student has access to a broad, balanced, and relevant curriculum that meets their individual needs, supported by a cross-curricular approach promoting the holistic development of their talents. The policy is dedicated to creating learning experiences that allow students to reach their full potential while fostering a positive environment that builds confidence and self-respect. Additionally, the policy ensures that both students and staff receive

specialized support and guidance to help gifted students excel academically, socially, and personally.

IV. OBJECTIVES

- To ensure that all able, gifted and talented students have access to a broad, balanced and enriching experience.
- To work closely with a student's predecessor school to ensure effective transition. To enable all staff to play a part in identifying able, gifted and talented pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies to provide the necessary support for students.
- To help children realise his or her full potential and optimise their self- esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and considered.

V. DEFINITIONS

Definition as per UAE framework

The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent and align with international best practices.

• 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, 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.

• All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

• an able student knows the answer; the gifted learner asks the questions

- an able student works hard to achieve; the gifted learner knows without working hard.
- an able student enjoys school; the gifted learner enjoys self-directed learning
- an able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

VI. PROCEDURES

Identification

The process of identification for G&T at SSIS starts with the assessment of students in the classroom by the teachers, by peers or by the students itself or by the SOD members during the observations showing outstanding skills in one or more of the following:

Data will be collected on students that make them unique from others in these areas;

a) Intellectual ability

b) Achievement

c) Behaviour/characteristics

d) Demonstrated Performance

AG&T students may exhibit the following learning characteristics:

- Specific aptitude in one or more subjects
- Excellent subject knowledge and enthusiasm
- Adept at generating original ideas and solutions to problems
- Comprehend materials at advanced level.
- Display a strong need for consistency in themselves and others
- Leadership and interpersonal skills
- Technical ability
- Specific sports abilities
- May possess high creative and artistic abilities

Academic Gifted

G&T students will be initially identified as those in the top 5% to 10%, to check intelligence, achievement and aptitude

- Overall and above 95%
- IBT – Stanine 8 and above
- IQ -130 and above

Talented

Exceptional Performance in any of the Extracurricular Activities

- School Level
- Interschool and above
- Out Side School Achievements

At SSIS, in addition to above-mentioned identification process, the school follows a variety of methods, including:

- Information from previous schools (at the time of admission) regarding students with explicit higher ability
- The expertise of subject teachers, Senior Leadership Team (SLT), Secondary Heads of Department (HODs), form teachers, and members of the POD Department.
- Teacher observation, assessment, and tracking data

Teachers collect information on students from a variety of sources which may include.

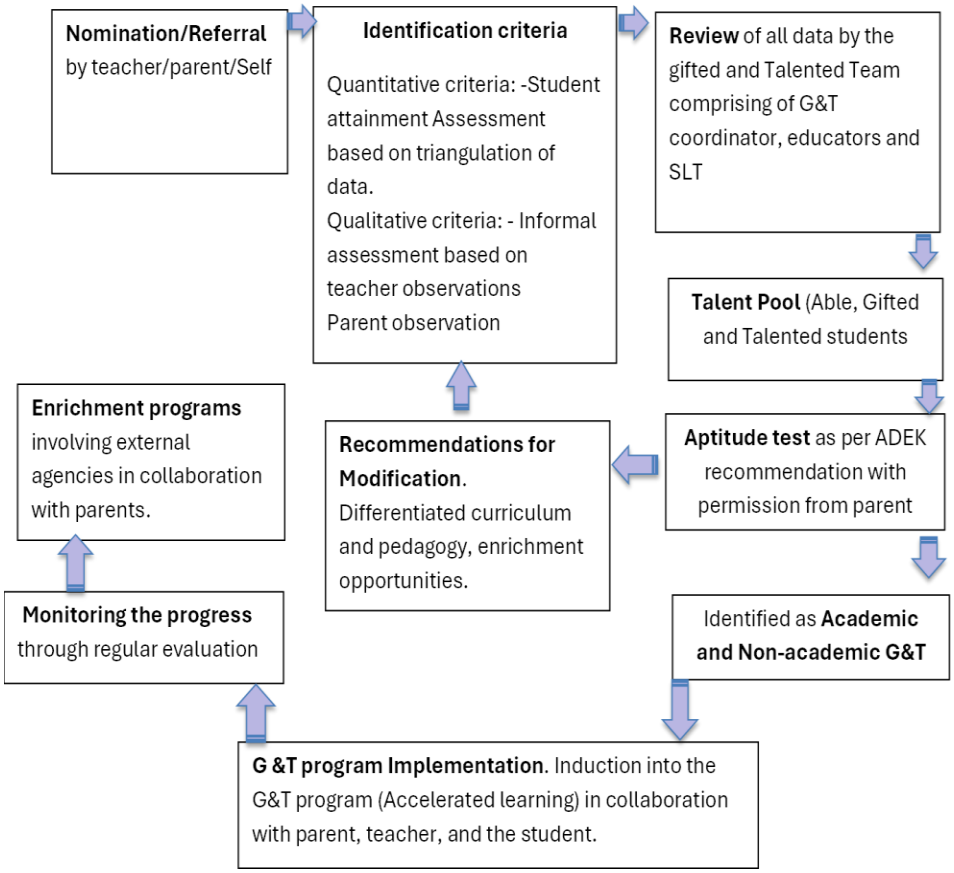
- Parents
- Self/peers
- Educational staff
- Community members
- Students work.
- Standardized testing

- Classroom assessment
- Internal assessment results
- External assessment data, if available

The Inclusion and Wellbeing Department of SSIS acts as the Coordinators for AG&T students and will review the evidence provided by departments. For those students who are selected, appropriate programs will be implemented, and parents will be informed. The selection process takes place throughout the academic year as evidence is provided by those involved with the process. The students will continue to be inducted into Programs for G&T or Accelerated curriculum and other allied activities. During the course of these programs, they will be evaluated and assessed continuously.

Twice Exceptional: Students who are gifted and talented and have other additional learning needs

The following flowchart explains the process of identification of 'Gifted & Talented Students (G&T)' followed by the Students of Determination department (SoD) in Shining Star International School.



VII. PROVISIONS FOR GIFTED AND TALENTED STUDENTS

Planning and implementing of extension of activities to ensure gifted and Talented students are given opportunities to challenge their potential.

Provide opportunities for enrichment, extension, and acceleration of abilities through school events such as assemblies, Sport, Drama, Music, and debating competitions.

Teachers will have awareness of good practice in using sufficient resources to stretch and challenge gifted learners within the classroom setting.

Enrichment/extension work is provided by all teachers in all classes as part of the normal differentiated provision in the lesson plan.

Differentiation should provide activities requiring higher order thinking skills.

Generate strategies for class discussions to ensure that gifted students can collaborate and contribute.

Provide an environment that fosters independent investigation and leadership opportunities across the Key Stage

Use of IT for research and to present outcomes

Effective partnership with parents to nurture the interests of their gifted child.

Provide opportunities for Co-Curricular Programmes, extracurricular and Educational Trips

Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject

VIII. MONITORING AND MEASURING THE IMPACT OF SUCCESSFUL PROVISION

Gifted and talented students demonstrating positive and responsible attitudes, become independent and responsible learners and are open to critical feedback.

The successful provision would facilitate: Well managed personal, social, and emotional aspects including attendance and punctuality.

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student, and parent questionnaires
- Formative and summative internal as well as external examination data
- Monitoring and reviewing

IX. RESPONSIBILITIES

The Head of Inclusion department plays a lead role in coordinating the school's Gifted and Talented provision with the G&T lead. The responsibilities include overseeing and monitoring: -•

The process of identification and support of AG&T students, including a regular audit of the school provision.

- The register of AG&T students in the school is available for all staff and is accurate and updated as this register will catalyse the provision of enrichment, extension, or curricular acceleration.
- Disseminating to Heads of Department, articles, and papers concerning provision for AG&T students.
- Ensuring that the progress of AG&T students are monitored and that each individual has a Development Plan which is reviewed annually with concerned department heads and their form teacher.
- Facilitating professional development for staff which addresses the needs of AG&T students and providing materials to improve delivery in terms of teaching and learning.
- Supporting the entry of students into local and national programs and events such as study days, conferences, and lectures at universities for older students.
- Set up and monitor the information detailing AG&T students through recording spreadsheets for individual departments and Coordinators.

Heads of Department will be responsible for contributing to the AG&T provision within each department. These teachers collaborates with other department members to :-

- Prepare subject-specific criteria for identification of AG&T students.
- Provide relevant opportunities and include specific enrichment material to accelerate learning experience for the gifted and talented students.
- Contribute one special event per year which is specifically targeted at AG&T students. This could be a challenge or competition, an outside presenter or speaker, special visit or journey.
- Ensure that teachers within their department are aware of those students who have been identified by the school as AG&T
- Be aware of the students in all year groups who are identified as AG&T and discuss the progress of individuals during department meetings.
- Regularly update the AG&T spreadsheets for their department.

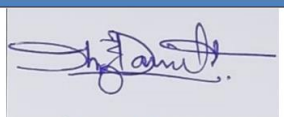
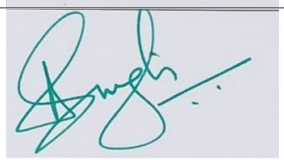
Subject teachers in the classroom

Enriching opportunities are provided to Gifted and Talented students to demonstrate and develop high-level thinking skills and intellectual initiative, through various strategies.

- Provide a classroom climate that promotes excellence.
- Providing challenging work that enriches ability of the learner.
- Using a variety of resources, ideas, strategies, and tasks.
- Learning environment, allowing students to access higher order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and ideas.
- Encourage target setting that involves students in their learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.

- Appropriate personalized provision through the continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests, and aspirations.

Gifted and Talented Policy at Shining Star International School (SSIS), Abu Dhabi, underscores the school's dedication to providing an inclusive and enriching educational experience for all students. By identifying and nurturing students with exceptional abilities, SSIS ensures that they are supported in reaching their full potential across academic, creative, and personal domains. The school's structured approach, involving personalized learning plans, enrichment programs, and collaborative efforts with parents and educators, reflects its commitment to cultivating excellence and fostering leadership skills in Gifted and Talented students. This policy not only prepares students for success within the school but also equips them with the skills and confidence to thrive in an ever-evolving global landscape.

	Name	Signature	Date
Prepared by:	Dr. Aby Daniel A. Head of Inclusion		20 /09/2024
Policy Review Approved by:	Mrs. Abhilasha Singh (Principal)		03/10/2024

References:

1. ADEK (Abu Dhabi Department of Education and Knowledge) Policies
2. UAE Federal Law No. 29 of 2006 Concerning the Rights of People of Determination
3. The Renzulli Identification System
4. Differentiation Model of Giftedness and Talent (Gagné)
5. UAE School Inspection Framework