

Gifted and Talented Policy

I. INTRODUCTION

The Ras Al Khaimah American Academy (RAK AA) Special education is an integral part of the total educational innovativeness. We are committed to offer an inclusive curriculum to ensure the best possible progress for all students whatever their needs, abilities, or aspirations. We believe children have a common entitlement to a broad, balanced and differentiated academic and social curriculum. We aim to stimulate a sense of community and belonging. Generally, we believe that students with exceptional educational needs should be educated by giving them more opportunities to maximize their full potentials. And to serve this purpose, this policy is created and enforced as a means of enlarging the capacity of the system to serve the exceptional educational needs of our students.

The function of special education in our school is to identify children with unusual and exceptional needs and to aid in the effective fulfillment of those needs.

It is our primary goal to provide challenging learning opportunities for children with exceptionalities in regular educational programs. We are aware of our important role in unlocking the potentials of the students and developing their holistic personality.

II. PHILOSOPHY

At Ras Al Khaimah American Academy, we value children as individuals and recognize the diversity and uniqueness of our students. We are fully cognizant of the following learning pathways:

- Teaching and learning is approached with active awareness of learning difficulties and learning differences.
- Classrooms should offer a safe, supportive base where students can take up the challenge of learning.
- There is a focus on the development of self-esteem, as a fundamental contributor to achievement.
- Language and literacy are vital to successful learning and emotional well-being.
- Transition is significant in the lives of children.

Guided by this, we are dedicated to:

- Guide and nurture individual development;
- Promote loyalty, pride, spirit, belonging and caring;
- Pursue academic excellence; and

- Systematically review the curriculum regularly to meet the needs of our students in the ever-changing world;

III. DEFINITION OF TERMS

Children with exceptionalities are those whose characteristics range from profoundly and severely disabled to those who are richly endowed with talents and/or intellectual giftedness. Children with exceptionalities require career education experiences which will develop to the fullest extent possible their wide range of abilities, needs, and interests.

Children are defined as gifted and talented in areas of:

- physical ability – either in games, athletics, dance, PE
- creative/artistic talent – poetry or stories, drama, art/display, music
- mechanical ingenuity
- interpersonal skills, such as leadership
- high intelligence in math, problem solving or thinking skills

Exceptionally able children -These children are performing well above their chronological age

IV. POLICY

GIFTED AND TALENTED POLICY

Aims:

This policy for the gifted and talented is made with the following aims:

- To identify students who are talented and/or gifted and to ensure that the school provides for their individual needs.
- To support the abilities, personal qualities, and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To stimulate children through extra-curricular activities were possible.
- To have the expectation that the curriculum for all will be extended by realizing the needs of the most able.
- To regularly train staff and keep them abreast of current practice.
- To compile a Gifted and Talented Register and monitor progress.

B.2 School Procedures for Identification, Assessment and Support

B.2.1. Criteria for Identification of the Gifted and Talented Students

➤ Quantitative Tools

- Academic achievement test – (Formative and summative test)
- Diagnostic test
- Progress test (MAP test)
- Cognitive Ability test (CAT 4)
- Other External assessment such as PSAT, SAT, TIMSS

➤ Qualitative Tools

- Observation
- Nomination from teachers and/or parents
- Behavior assessment from the teachers, parents, peers, students, and professional consultants
- Portfolios
- Personal interview
- Career inclination
- Leadership Skills

These identifying tools are considered in accordance with the identification criteria of [SHK Hamdan Excellence Center](#)

- SHK Hamdan Foundation for Gifted and Talented assess students identified as G&T in Arabic, English and Math. Parent's permission is sought prior to testing. Once results are available parents will be informed and additional courses made available through SHK Hamdan Centre will be offered to these students.

B.2.2. The **HOSS** is the nominated coordinator for the school's Gifted and Talented Program. The coordinator's skills in identifying and responding to students with special talents will be developed by participating in professional learning.

B.2.3. A student support group involving the gifted and talented coordinator, parents and teacher will collaboratively determine with SHK Hamdan Centre the appropriate programs and strategies for individual students and monitor the student's progress toward predetermined goals.

Curriculum Support and Instruction

- The school, where possible, will provide flexible extension and enrichment programs (subject, curriculum content, or year level) special ability groupings, individual learning contracts, mentoring, classroom enrichment and extension, and the provision of varied learning strategies such as (i.e. Bloom's Taxonomy, Gardner's Multiple Intelligences etc.), problem-based learning, inquiry based instruction or concept-based instruction.
- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on lesson planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.
- Information about gifted and talented student programs and activities beyond the school, will also be researched and disseminated to families.
- Acquisition of resources in school to support and challenge learning in every classroom.
- Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for.

Coordinating and Monitoring

The following people can support this program through regular reviews:

1. Principal/Vice Principal
2. Head of Student Support
3. Gifted and Talented Coordinator/ Specific Teachers
4. Homeroom/classroom teachers
5. Parents

Partnership with Parents

- Parents and teachers will work together for the needs of the gifted and talented child.

Evaluation and Development

This policy will be reviewed as part of the school’s annual review cycle. Each year the school will draw up a register of gifted and talented children in each year group. The G and T Coordinator will keep this list under review. Their progress will be closely monitored.

Related Links:

SHK Hamdan Excellence Center

<http://ha.ae/en/web/guest/identification-of-gifted-students>

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