



**POLICY
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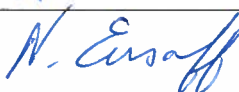



Gifted and Talented Policy

For Ta'allum Schools

Reviewed 2015 - 2016

Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Peter Hodge		Principal- AJA	7/12/15
Reviewed by	Maha Teema		Principal- AMAG	23/11/15.
Reviewed by	Steven Middleton		Principal-AMAB	23/11/15.
Reviewed by	Asbat Hussein		Consultant	18/11/2015
Reviewed by	Najoud Ensaff		Consultant	18/11/2015
Reviewed by	Sameem Khan			19/11/15
Reviewed by	Dr. Mohammad Saefan		Education Director	20/12/15
Approved by	Ahmed Al Mannai		CEO	13-12-15

Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date

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1. Taállum Vision, Mission and Motto

Taállum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

Taállum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education. Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

Taállum Group's Motto

"Creative learners today, our future leaders tomorrow"

2. Rationale

- Gifted and Talented students have the potential to become the leaders, thinkers, investigators and creative designers of the future.
- Gifted and Talented students can become isolated from their peers and can benefit from mentoring beyond their chronological age group.
- Disaffected Gifted and Talented students can present behaviour problems or deliberately underachieve to avoid identification or additional work.

3. Aims

- To strive collectively to identify gifted and talented students and provide for their needs.
- To provide students with their entitlement to an appropriate education.
- To provide students with opportunities to work at a higher cognitive level.
- To provide opportunities to develop specific skills and talents.
- To support teachers in their work with these students.
- To ensure curriculum challenge.
- To show concern for the whole student, both intellectually and socially.
- To enhance the curriculum with an enrichment programme.
- To enable students to access external opportunities.

4. Procedural Definitions

An Able Child is one who achieves, or has the ability to achieve, at a level significantly in advance of their peer group or significantly above that expected for their age. This may be in all areas of the curriculum or in a limited range.

A Gifted Pupil is one who is in the top 5-10% of the pupil population of the school or class group (DfES definition) and who 'has the capacity for, or demonstrates high levels of performance in an academic area, such as in English or Mathematics.

A Talented Pupil is one who is in the top 5–10% of the pupil population at the school or class group with a specific practical skill in a non-academic area:

- | | |
|--|---|
| • Physical Talent | Sports, games, skilled, dexterity. |
| • Visual/Performing Ability | Dance, movement, drama. |
| • Mechanical Ingenuity | Construction, object assembly (and disassembly), systematic, working solutions. |
| • Outstanding Leadership | Organizer, outstanding team member, sound judgments |
| • Social Awareness | Sensitivity, empathy, career. |
| • Creativity | Artistic, linguistic |
| • Oration and Poetry recitation | Linguistic, memorization |
| • Koranic recitation | Linguistic, memorization |

5. Identification of the Gifted and Talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

Identification of students as 'gifted' or 'talented' is a judgment which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. The school recognizes this and will try to foster this ability where possible.

A gifted or talented pupil can be identified using a variety of methods. The specific procedure will vary according to subject but will include elements of the following:

Primarily through:

- Teacher Nomination
- Assessment results
- Specialist teacher Identification

Or through:

- Parental Nomination
- Peer Nomination
- Self-nomination

It is worth remembering that Gifted students can be:

- Good all-rounders.
- Of high ability but with low motivation.
- Very able but with a short attention span.
- High achievers in one area.
- Of good verbal ability but poor writing skills.
- Very able but with poor social skills.
- Keen to disguise their abilities.

6. Classroom provision for the Gifted and Talented

Teachers will:

- Always have high expectations.
- Enable all students, regardless of background, to achieve.
- Maintain an ethos where it is 'OK to be bright'.
- Encourage all students to be independent learners.
- Recognize achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Include in schemes of work provision that addresses the needs of 'Gifted and Talented' students.
- Provide opportunities for extension and enrichment through planned extension opportunities or open-ended tasks.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level so that gifted and talented students are stretched and challenged.
- Provide opportunities for all students to work with like-minded peers.
- Set tasks which are designed to take account of levels of existing knowledge, skills and understanding.
- Provide opportunities for students to use higher order thinking skills.
- Provide students with access to higher tier assessment papers.
- Enable students to work in small groups.
- Group students by ability, where possible.
- Differentiate homework.

7. Additional provision

- Enrichment opportunities such as:
 - specific school clubs linked to sport, technology, literature, poetry recitation, Koranic recitation, debating etc.
 - competitions such as Koranic recitation and robotics competitions.
- Fast tracking groups.
- Opportunities for performance.
- Specialist teaching.
- After school programmes linked with national and international organisation.