

Ambassador International Academy

Able, Gifted and Talented Policy

At Ambassador International Academy we believe that all students are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents and of providing opportunities to nurture them. We ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. We believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as “gifted”, “more able” and/or “talented” (AGT) according to national guidelines.

Aims

We aim to enable all our students to achieve high academic standards and therefore seek to:

- Identify AGT students using a data based approach alongside a subject nomination system and to provide appropriate provision, both curricular and extra-curricular;
- Secure high quality teaching appropriate to the differing needs and aspirations of our AGT students and to foster an enthusiasm for learning through a varied program of curricular and extra-curricular activities;
- Ensure that each student achieves his academic potential and that all achievements, both curricular and extra-curricular, are valued and celebrated.

The school adheres to the following definition of terms:

- ‘More Able’ refers to a child who has the potential to work above age or grade related expectations in academic subjects or in the areas like Performing arts /sports.
- 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. - UAE Schools Inspection Framework (2015-2016)

To ensure the impactful support for all the Able, gifted and Talented Learners AIA states the following requirements, identification, use of data and three levels of enhanced provision in each subject area.

- Level 1: Quality Teaching with the extension activities inside the classrooms
- Level 2: Advanced level (Enrichment Clusters), Exposure through In house competitions and challenges. (Curriculum compacting)
- Level 3: Wider Platform (Inter-school /National and International competitions)

Identification

To ensure a consistent and accurate identification process, a variety of methods will be employed which can give reasonable information collectively. The school will take advantage of information about students from a variety of sources:

- Teacher/Staff recommendation – general characteristics checklist to be used to support staff referral;
- School assessment data
- Standardized assessment scores (such as GL assessment)
- CAT4 data
- Parental information;
- Informal observations
- Anecdotal information especially relating to Performing arts/sports etc and during the extension activities
- Records of achievement;
- Informal Assessments (Renzulli Scales, PARS);
- Team/group activities;

This process will result in an identified cohort of students. Determined learners could also be the most able students in each year group/class according to their academic ability or particular talents. Identified students will be communicated across all teachers and parents/guardians and their progress will be monitored.

The central aim of Ambassador International Academy is to provide all of our students with positive educational experiences and opportunities which will enable them to discover and

fulfill their own potential. All the programs of work will have opportunities for enrichment and extension activities.

Differentiation will be built into our curriculum planning through:

- Differentiation by outcome;
- Differentiation by task;
- Differentiation by pace;
- Differentiation by resources/materials/equipment.

There will be a commitment to developing extension and enrichment materials which:

- Allow individual responses;
- Encourage creativity and imagination;
- Satisfy developmental stage rather than chronological age; □ Stress process rather than content.

Differentiated homework will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills;
- Where appropriate some students may be accelerated through a learning program;
- Development of a resource base of extension and enrichment activities.

Provision Through Outside Agencies

Collaboration is done with the CTY John Hopkins by the Ambassador group of Schools, to provide the support for AGT Learners with the diverse range of highly advanced programs.

Out Of Class Activities

The following are offered and although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Flexible Learning Days.
- Curiosity corners (Primary & Secondary) (currently not functional due to COVID protocols)
- Projects.
- Academy clubs (ECA & CCA).
- Performing Art and sporting activities (Expressions and Sports Day).
- Enrichment Clusters

- Inter and Intra school Competitions

Roles and Responsibilities

School Principal:

- To lead the school in the role of celebrating the achievement of all students, as well as those who are AGT.
- To guide and liaise with the AGT Coordinator & Head of Inclusion.

Head of Inclusion:

- To liaise with external providers regarding all aspects of extra-curricular and AGT provision;
- To coordinate with the subject leaders to monitor and evaluate all extracurricular AGT provision;
- To organize AGT focused Teaching & Learning group meetings;
- To provide whole school or departmental specific INSET in teaching and learning issues for AGT students in consultation with the subject leaders;
- To promote AGT across the school.

Subject Leaders:

- Establish a subject specific AGT plan of action within the context of the subject area;
- Identify AGT students in their subject area, and update the nominations on termly basis;
- Ensure that schemes of work make provision to stretch and challenge the AGT students;
- Monitor provision within their department for AGT students;
- To promote the use of the library /ICT for research and pleasure for all students but to have the scope to stretch and extend the most able.

All Teachers:

- To access the Able Gifted and Talented cohort register and to know which students in each class fall into this group, both for the overall AGT list and those specific to their subject areas;
- To understand the departmental system for nominating AGT students and contribute to these nominations;
- To offer teaching and learning strategies which challenge the Gifted and Talented students and are in line with the departments' plans and schemes of work.

Monitoring and Review of AGT Provision

- The provision for AGT students will be reviewed on a termly basis by subject leaders & AGT coordinator.
- The AGT Teaching and Learning group will review the progress of key students as an agenda item at each meeting.
- The subject leaders and Head of Inclusion will meet once a term to review the list and any underachievement.
- Our commitment to support the gifted, more able and talented students is reflected in our School Improvement Plan.
- This policy and the success of the school's provision for the gifted and talented students will be reviewed half yearly by the Head of Inclusion/Subject Leader/Principal. This AGT policy should be read in conjunction with the Inclusion policy.

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Reviewed: August, 2021

Next Review: August, 2022