



ATHENA EDUCATION
For Social Grace



AL SADIQ
Islamic English School
مدرسة الصادق الإسلامية الإنجليزية

GIFTED & TALENTED POLICY

2022-23

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Rationale

At Al Sadiq Islamic English School, many of our students are capable of performing above average academically, and we also have a significant number of students who are exceptionally academically able. The school is committed to helping all students reach their academic potential, whatever their ability, but it is recognised that academically able students have distinct needs that need addressing within the classroom, in co-curricular and enrichment activities and on a whole-school planning basis.

This policy outlines identification, support and monitoring of provision for these students.

Definitions

There are many different definitions in use at the current time. 'Gifted' or 'Able' tend to be used for students who excel at one or more academic subjects, whereas 'Talented' tends to refer to students who are exceptional at specific skills in the creative arts or sport. This policy concentrates on students who have high learning potential.

Identification of Gifted and Talented Students

In general, an able pupil is one who has the potential to achieve significantly above average for a pupil in their year group. This may be in one or two subjects or across the board academically. As every pupil is unique, it is important that we use a range of strategies to identify these students. Many will be quantitative such as performance in baseline tests or grades on reports, but it is also important to use qualitative 'clues' to identify students who might be able but underachieving.

Quantitative Descriptors

- **Performance in CAT4 baseline tests** (sat intermittently each year across year groups). Statistically those who score 125+ are in the top 2% nationally and those who score 116+ are in the top 10% nationally. Students at Al Sadiq Islamic English School who achieve 125+ overall will be flagged as academically able.

- **Performance in internal examinations.** Students who achieve 90%+ average in academic subjects in their end of year exams.
- **Performance in external examinations.** Students who achieve 7+ or grade A*/A at IGCSE

Qualitative Descriptors

It is also important that teachers identify students who are particularly able in their subjects. This is vital to pick up students who have entered the school later, or students newly arrived from overseas whose ability becomes more apparent as their fluency in the English language improves. These students should be raised at departmental meetings and the Head of Department should pass details to the Inclusion Team.

Appendix 1 gives a useful list of characteristics that can be helpful in identifying able students.

Multiple Exceptionalities

Many able students will also have exceptions such as EAL or SEND. Discussions with the Inclusion Team will help to gain an overview of a pupil's true ability.

Maintaining a List of Students

The HOI/SENCO is responsible for maintaining a list of all students who have been identified as academically able using one or more of the criteria listed above. The list will be reviewed and updated on an annual basis, and names will be disseminated to teaching staff so that teachers are aware of these students at the start of each academic year when they receive their class lists.

Provision for Students

Within the Classroom

ASIES follows a very academic curriculum and sets high standards for all students. It is expected that all academic teaching staff set tasks that are appropriately challenging for each member of a class, differentiating to stretch the most able. In all subjects within the school, there are mixed-ability groups and teachers need the skills, confidence and resources to support able students who may grasp concepts much more quickly than their peers.

Within the Co-curriculum

Students benefit from a wide range of academic co-curricular clubs and extension activities, an enrichment offering that is provided to all students within the school. The pilot programme started in 2021-22 and it is anticipated that we will see huge gains at all levels, but particularly with the gifted and talented. These are often driven by pupil interests and demand, and many gifted and talented students find these an excellent way of extending their learning or even teaching others about their specialist subjects.

Trips, Debates and Lectures

Each year academic departments organise a number of trips, lectures, workshops, and career advice sessions. Heads of Departments should ensure that able students are encouraged to attend these, especially if in an area where they show particular ability. There is also the potential for flexibility here in terms of age range. For example, an English teacher might encourage a particularly able Year 9 pupil to attend a workshop or lecture aimed at older students.

Independent Learning and Research

Many gifted and talented students have a particular subject or topic that they are passionate about. This third strand seeks to harness this enthusiasm and give an outlet for independent research and allow students to learn from each other. This might be in the form of talks given to their peers, independent enrichment activities or through a more formal framework.

Roles and Responsibilities

Every member of the academic staff has a role in supporting gifted and talented students, but some key responsibilities are outlined here.

Teaching Staff

- Should be aware of able students in their classes and ensure that they follow best practice in engaging and teaching these students, and work collaboratively with other staff to share ideas for stretch and challenge activities
- Teachers should highlight any students they consider to be gifted and talented who are not currently flagged in the school system. They should also be vigilant for signs of

underachievement in academically able students and report them in the first instance to their head of department

- Tutors should be aware of gifted and talented students in their tutor groups and support them to make the most of the enrichment opportunities available

Heads of Department

- Should keep track of the performance of gifted and talented students and raise concerns if necessary
- Should pass on to the Coordinator the names of any students who are particularly able in their specialism but have not yet been flagged in the school system
- Should promote provision for able students in their schemes of work
- Should ensure that their department contributes to both the academic co-curriculum and the wider academic programme so that we have a broad range of activities on offer
- When planning trips, lectures and other activities, thought should be given to any gifted and talented students who might benefit from that particular activity
- Should help to arrange academic mentors for students in their specialism
- Should be able to give up-to-date advice about careers or university applications related to their subject specialism

SEND Coordinator (Gifted and Talented Coordinator)

- Should maintain and update a list of gifted and talented students and disseminate this to teaching staff
- Should use tracking data to follow the progress of gifted and talented students as they progress through the school and share this information with the head of Inclusion, Principal and the Vice- Principals
- In collaboration with the SLT the coordinator will work with students who may be gifted and talented but underachieving.

- Should act to promote discussion and learning about teaching gifted and talented students
- Should advise students about entry to competitive university courses and co-ordinate early entries and aptitude tests for these courses

Head of Inclusion

- Should act as line manager for the Gifted and Talented Coordinator, meeting with him/her at least once every half term
- Should work with the gifted and talented Coordinator to ensure that staff are provided with training opportunities so that they are confident employing strategies to stretch the most able students
- Should work with the gifted and talented Coordinator and the Heads of Department to monitor the provision for gifted and talented students across the school

Appendix

This list has been modified from a publication produced by the Council for Curriculum, Examinations and Assessment in Northern Ireland.

http://ccea.org.uk/sites/default/files/docs/curriculum/guidelines_general_strategies/sen-gifted_general_checklist.pdf

Able students may:

- Possess extensive general knowledge, often know more than the teacher
- Show good insight into cause-effect relationships easily grasp underlying principles and need the minimum of explanation
- Quickly make generalisations and extract the relevant points from complex material
- Have mental speeds faster than physical capabilities and so be often reluctant to write at length
- Prefer to talk rather than write and often talk at speed with fluency and expression

- Be reluctant to practise skills already mastered, finding such practice futile
- Have exceptional curiosity and constantly want to know why
- Be inventive and original when interested
- Ask searching questions, which tend to be unlike other students' questions often see the unusual rather than the conventional relationships
- Be able to pose problems and solve ingeniously
- Display intellectual playfulness, fantasise, and imagine and be quick to see connections and to manipulate ideas
- Read rapidly and retain what is read and can recall detail
- Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on
- Jump stages in learning and be often frustrated by having to fill in the stages missed
- Leap from concrete examples to abstract rules and general principles
- Have quick absorption and recall of information, seem to need no revision and be impatient with repetition
- Be keen and alert observers, note detail and be quick to see similarities and differences
- See greater significance in a story or film and continue the story
- See problems quickly and take the initiative
- Have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word
- Become absorbed for long periods when interested and may be impatient with interference or abrupt change
- Persist in completing activities when motivated
- Often set very high personal standards - are perfectionists
- Be unusually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.

- Be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)
- Be philosophical about everyday problems and common-sense issues
- Be perceptive in discussion about people's motives, needs and frailties
- Daydream and seem lost in another world
- Show sensitivity and react strongly to things causing distress or injustice
- Often take a leadership role
- Reflect on their own performance
- Have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings
- Appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony
- Criticise constructively, even if sometimes argumentatively
- Be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore