AFIA Gifted and Talented Students Policy

Al Faisal International Academy
Muaither- Al Salam Street, Doha, Qatar 202461
alfaisalacademy.prim@education.qa
+974-44659256 +974-55652167
www.alfaisalinternational.com

Approved by	
Last reviewed	June 2023

Vision: Leading in education, with an Islamic identity, according to locally and internationally approved standards.

AFIA is strongly committed to inclusive education across all year groups; this means that we focus on the teaching, learning, achievements, attitudes and well-being of all the pupils who gain admission to our school.

Aims:

This policy explains the approach to able, gifted and talented students and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to help all studnets reach their full potential.

In accordance with the vision and mission of the school we aim to:

- To ensure that all pupils, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To promote a cross curricular approach to gifted and talented provision.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.
- To enable all staff to take responsibility for identifying and supporting gifted and talented pupils, by providing them with opportunities.
- To promote parental involvement and partnership in their child's learning.

All children have the right to achieve high standards, develop their talents, and realize their potential. Recognizing this right, AFIA accepts the obligation to assist all students to develop their potential and the belief that this goal can best be accomplished by providing appropriate educational opportunities. Among these students are Gifted and Talented students who have demonstrated superior achievement or possess the potential for superior achievement. Gifted and talented students may be found within any race, ethnicity, gender, economic class or nationality. In addition, there are students with physical disabilities, learning disabilities or behavioral problems who may be found to be gifted and talented. When students' unique and exceptional abilities are nurtured, the chances that these students will be capable of making outstanding contribution to society are enhanced.

Definition

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'more able' (by Ofsted).

At AFIA, we use the term 'gifted and talented' to describe learners who require opportunities for enrichment and extension that go beyond the general cohort of students. These students given extended opportunities, will not only discover but develop their talents.

The term 'gifted and talented' will include students who are more able across the curriculum as well of those who show talent in specific areas. Gifted and Talented students are the top 5-10% of students per school, regardless of the overall ability profile of students.

Gifted and Talented can be defined in many different ways. The definition used by the Department for Education and Skills is:

Gifted: the top 5 -10% of students per school as measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, Computing or Design and Technology.

Talented: the top 5 -10% of students per school as measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Art.

Goals for Gifted and Talented policy

Preparing gifted and talented students to become lifelong learners who are productive and responsible citizens making significant, valuable, and creative contributions to society, will require a supportive environment and experiences to develop their unique potentials. They will need intellectual and creative stimulation to help them develop their abilities in their academic or performance areas of giftedness and talents, and they will need support and guidance to develop healthy and realistic self-understandings. There should be many opportunities for them to achieve at levels of excellence and exceed the expectations and performance levels of the content standards and the school's ESLRs:

- To develop the ability to be responsible for one's own learning.
- To develop the understanding that it is essential for human beings to work together.
- To develop the ability to demonstrate critical thinking and problem solving strategies.
- To develop the ability to recognize and produce quality performances and quality products.
- To develop the ability to communicate effectively.
- To develop the ability to use a variety of technologies effectively and ethically..
- To create conscious leaders, by providing educational experiences that enable them to develop leadership skills.
- To support students in their social, moral and emotional development.
- To ensure the accurate assessment and tracking of gifted and talented students on a regular basis so that focused interventions can be used to support progress.
- To develop links with other schools and community organisations to help the development of these students.

The basis for selecting the educational and administrative staff for the committee

1- Having sufficient experience in working with gifted and talented students.
2- They should have distinguished achievements and activities in their field of specialization.
3- Diversity of interests and participation in artistic, cultural and literary activities and scientific research.
4- In-depth knowledge in their field of specialization.
5- Their attitudes are positive towards students and the profession.

Roles and Responsibilities

The Head of School alongside the Deputy Head have overall responsibility. The Gifted and Talented coordinator will have overall responsibility for ensuring the policy is carried out as well as ensuring that identification, record keeping, planning and home school partnerships are maintained rigorously.

The G&T coordinator will collate data for the whole school register and monitor by week 8 of each year the class teacher, together with the coordinators and Deputy Head will establish and maintain a G&T register.

The progress of the students is the prime responsibility of the class teacher. Where there are any concerns about the progress of a student, the class teacher shares these concerns with the coordinators who offer advice and support to class teachers in setting appropriate challenges as necessary. If a parent has a concern about any aspect of provision for G&T students, he or she should first raise the issue with the class teacher. If the parent feels that their concerns have not been addressed appropriately, they should make an appointment with the G&T coordinator.

G&T Committee 2023-24:

G&T Coordinator	**Mourad Bougerra**
Club In charge Staff:	
Scientific Research	**Mongi Issa**
Writers' club-English	**Rose C**
Writers' Club Arabic	**Slawa S**

Debates Club	**Khalaf S**
Little Artists	**Yossar R**
Robotics	**Bernabi B**

Identification of G&T students will include use of:

- Assessment results
- Results of external exams
- Teacher identification
- Discussion with colleagues
- Self/peer identification
- Links with parents

The names of students identified as G&T will be recorded on AFIA G&T register so that their progress can be specifically tracked. Learners may be identified at any time as and when talents become apparent. Once identified, students will remain on the register unless they cease to meet the criteria. The list is updated and reviewed by staff each term per year.

The basis for selecting the students

Students are selected by the end of the month (October) of each academic year, according to the following criteria and principles:

- Intellectual (linguistic, mathematical, specific academic subject)
- Creative (problem solving, scientific, technical)
- Social (personal, interpersonal, leadership qualities)
- Physical (sports, movement)
- Artistic (art, drama)

Some of the key observations for the identification of gifted and talented students are:

Intellectual

1- They have a vocabulary and terminology that exceeds their age level and are proficient in their use.
2- They have lots of information on various topics.
3- Speed of intuition and strength of memory.
4- They are insightful and analyse the facts and are quick to anticipate the results and ask about how things happened.
5- Familiar with regulations, rules and laws.
6- They are acutely observant and see things from different angles.
7- Extensive readers about topics beyond their age.
8- They can measure and analyse complex situations.

Work habits:

1- They can master any work entrusted to them and carry it out perfectly.
2- They are not inclined to routine chores.
3- They need a little motivation to get their work done.
4- Able to review their work and review it before handing it over.
5- They work independently.
6- They like to organize things and live in an orderly manner.
7- They know right and wrong, and often take the initiative to evaluate themselves.

Creativity:

1- They are curious and constantly ask about everything.
2- They have ideas and solutions to problems, and their answers are intelligent.
3- A high degree of love for discovering the mysterious and taking risks.
4- They are characterized by quick intuition, imagination, and manipulation of words and ideas.
5- Sensitive, emotionally sensitive, and emotionally vulnerable.
6- Connoisseurs of beauty, conversant with the artistic sense, see the aesthetic aspects of things.
7- They do not get along easily with others in teamwork, they are not afraid of difference, and they have a style of implementation.

Leadership traits

Vision: Leading in education, with an Islamic identity, according to locally and internationally approved standards.

1- Efficient in taking responsibility and accomplishing what is entrusted to him.
2- Self-confident and is not afraid of speaking in public.
3- Popular
4- Have the ability to command and control.
5- Participate in most school and social activities.
6- Flexible
7- Can work in different environments.

Provision and Support for gifted and talented Students:

Teachers should, as much as possible, provide an appropriate range of provisions within the classroom to support the learning and development of gifted children.

It should be noted that gifted and talented students can have learning difficulties or ESL issues which may also require help and support. The method of provision chosen will depend on the age and individual needs of the students involved.

It may include:

- Differentiation: classwork, homework, questioning, etc.
- Enrichment: e.g. visiting experts, open ended tasks, more searching questions, challenging dialogue, etc.
- Providing opportunities for problem solving and investigation in order to develop reasoning and thinking skills
- Teaching higher order thinking and problem-solving skills
- Providing opportunities for and supporting the development of independent research and study skills
- Providing challenges within specific subject areas
- Providing opportunities to 'take risks' in their learning
- Providing varied and flexible learning groups
- Offering a broad and balanced range of Extra Curricular clubs and activities
- Events and competitions
- Learning beyond the classroom, such as in the community

Roles and Responsibilities of Gifted and talented committee

- Create a database of gifted and talented students drawing upon all the different forms of identification.
- Monitor and track their progress.
- Work with staff to coordinate and put in place appropriate interventions for gifted and talented students and evaluate the effectiveness of such intervention.
- Work with the management to coordinate the provision of enrichment opportunities for gifted and talented students
- Keep staff informed of research, innovative practice and resources on effective teaching of gifted and talented students.

Gifted and Talented Activities offered:

Clubs offered at AFIA

Scienctifci Research

Robotics

Debates (English &Arabic)

Writers' club(English &Arabic)

Little Artists

Other opportubnities include

leadership roles such as student council, class helpers

sports partcipation

partcipation in external competetions

Trips

Workshops