



GAT Policy

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The AAM Vision, Mission and Core Values

Vision:

Inspiring young minds for future success.



Mission:

Al-Mizhar American Academy is committed to meeting the needs of families with an international outlook who have chosen an American education. Our mission is to promote intellectual curiosity, independent and critical thinking, communication and problem solving skills, a lifelong passion for learning, and an exposure to and a respect for cultural diversity. By expecting academic excellence, we inspire personal growth and develop intrinsically motivated global citizens who are committed to being leaders in community service and environmental responsibility.

Core values: *AAM WAY*

- *Respectful*
- *Responsible*
- *Ready to Learn*



Gifted and Talented Policy (GAT)

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Gifted and Talented Policy (GAT)

Definition and Rationale:

- At AAM, GAT (Gifted and Talented) is used to refer to students who are above average in academic and/or talent (Sports, Arts, Music, or Other).
- The term giftedness refers to ‘a student who is in possession of untrained and spontaneously- expressed exceptional natural ability in one or more domains of human ability.’ These domains will include:
 - Intellectual
 - Creative
 - Social
 - Physical abilities
- 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.
- Our main aim is for all GAT students to recognize and be passionate about their abilities and talents and share them confidently with the world.
- The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.
- Additional costs and levels of support are assessed prior to acceptance and confirmed prior to admission and will be reviewed annually.

Identification and Assessment:

- The identification process is on-going and begins when the student joins our school and involves staff, students, parents and carers.
- Students who are GAT may be identified prior to admission or once admitted.
- Review of CAT4 and MAP scores, teacher referrals, extracurricular involvement and success and other means to identify students for the GAT register are on-going.
- Students are identified by:
 - Group 1): The top 5% globally within each year group will be identified by the Head of Inclusion and the Principal. These are students who are significantly higher than their year group peers in a subject/area (CAT4)
 - Group 2): The 'highly able'. This will involve those students who fall within the top 10% globally and whose strengths may be subject specific. Their needs should be catered for on a daily basis through planned differentiation activities as well as subject specific extension programs.
 - Group 3): Those students who excel in the arts, music or sport will be identified through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their needs should be catered for through organized activities with specialist coaching and opportunities to collaborate with outside organizations.
 - Group 4): Students who excel in areas beyond the curriculum are also recognized by AAM. These may be students who demonstrate excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and enquiry etc. These students should

be catered for through enrichment opportunities both within and outside of school.

- Identified pupils are collated into a G&T Register that clearly shows what subject(s)/area(s) the student is gifted or talented in and what differentiation strategies will assist in extension of curriculum and classroom activities.

Provisions for GAT students:

- AAM aims to support its gifted and talented students in four ways:
 - Stimulation - activities and experiences which bring the student in touch with different kinds of topics or areas
 - Creative or critical thinking - open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced kinds of study
 - Investigation and enquiry - following planned programs of study from external organizations
 - Leadership - opportunities for displaying leadership skills amongst peers, staff and the wider school learning community.
 - Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.
- The Head of Support Services meets all new admissions and will liaise with class teachers and subject specialists if a new student has been identified as GAT for academics.
- The Head of Support Services meets all new admissions and will liaise with specialists (Art, Music, PE, etc.) if a new student has been identified as GAT for talent.



- A Student Passport is developed for each student on the GAT register outlining current academic levels in conjunction with recommended supports, differentiation and extensions for classroom and testing.
- Teachers and other adults will utilize good GAT practices and differentiated approaches within a lesson and throughout school life.
- Classrooms are highly differentiated environments - extension of curriculum, passion projects, and individualization within lessons.
- Additional support through small group instruction will be provided for students on the GAT register for academics.

The School Register

- Students who are identified by the school as being GAT are entered on to the school Inclusion register.
- A Student Passport is developed for each student on the GAT register outlining current academic levels, recommended supports, differentiation and extensions for classroom and testing.
- Additional support through small group instruction will be provided for students on the GAT register for academics.
- The Inclusion register will be reviewed at least annually to determine progress and effectiveness of the support arrangement.
- Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

Record Keeping

Proficient record keeping is paramount to the success of any Inclusion program.

Thus, record keeping at AAM relating to GAT will entail:

- Ensuring that all guidelines on data protection and the preservation of confidentiality are followed.
- Parents are allowed access to data upon request.

- Within the school only the Head of Support Services, SLT, and concerned members of staff (upon request and where deemed appropriate) are provided with information regarding students.
- Data may only be shared with external agencies, or in the case of a school transfer, with the expressed permission of the parent/career.
- Records are updated regularly, detailing any additional provisions for support and parents are continuously updated. This includes both ISAMS (the school management software) as well as the hardcopy files that are kept for each student on the GAT register.
- The Head of Support Services, class teachers, specialist teachers and homeroom teachers are responsible for completing the paperwork required for external agency requests and relevant paperwork in order to support students with GAT at different stages of monitoring and development.
- GAT specialist teachers document any meetings with parents to discuss students support plans / student passports or potential referrals.
- GAT specialist teachers are responsible for the completion of the Student Passport Progress once a term and communicating this with all stakeholders.

Teaching, Learning Curriculum and Organization

- As appropriate, teachers will provide differentiated activities and a range of support and resources for GAT students.
- Ongoing assessment against age group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students are involved in this process.

- In addition, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for identified students to work on various projects in the school and across Taaleem.
- Regular work scrutiny, drop ins and learning walks will be carried out and recorded to ensure consistency across the phases and subjects.

Staff Development and Training

- School wide training is offered at least annually to review effective GAT strategies
- The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

Monitoring and Review by Head of Support Services

- Evaluate and monitor the school's provision for students identified as being GAT.
- Maintain the register in consultation with other staff.
- Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.
- Liaise with relevant staff for timely progress meetings.
- Monitor the progress of identified students by making at least twice yearly reviews of individual assessments.
- Monitoring GAT progress data and assessing progress within GAT stages and other academic performances.
- Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment

- opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- Make students on the G&T register, and others as appropriate, aware of local and national opportunities.
 - Supporting the adults leading GAT extensions.
 - Ensuring good GAT practices throughout the school.
 - Ensuring appropriate resources are available for staff and GAT students.
 - Alongside the Principal and members of the Inclusive Education Action Team, uphold and review the Strategic Inclusive Education Improvement Plan.

The Principal and Head of Support Services will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements.