

Mission Statement:
Creating tomorrow's successful and caring citizens today.



GFM Policy for High Performance Learners (Gifted & Talented)

Policy Updated By	Latest Publish Date	Monitoring Cycle
Vice Principal	20.1.22	2 years

Schedule for Development / Monitoring / Review

This policy was ratified on:	Thursday 20 th January 2022
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed bi-annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	January 2024
Please read this policy alongside: Curriculum Policy, Inclusion Policy, Equality Policy and Learning & Teaching Policy	

This policy is applied at GFM alongside our school's vision, mission and values. Interwoven with the principles of High Performance Learning; values, attitudes, attributes and A.C.P. Characteristics.

Introduction:

At GEMS Founders School Al Mizhar (GFM) we identify and provide for the specific and special needs of High Performance Learners (gifted and talented) who identified as possessing and demonstrating:

- *Untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.*
- *Exceptional levels of competence in a specific domains of human ability.*

Following guidance from the Department for Education (DfE) we no longer use the terminology 'gifted and talented', instead we define our students as 'High Performance Learners'

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'



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We recognise that students may possess exceptional talents or skills in one or more of a range of ways, including exceptional academic ability, specific aptitude in a subject, especially creative or productive thinking, leadership qualities, ability in creative or performing arts and sporting ability.

We will ensure that such students are able to develop, enjoy and celebrate their talents to the full within a supportive and appropriately challenging environment whilst holding dear the High Performance Learning ethos of ***“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.”*** Professor Deborah Eyre, 2001.

Aims and Objectives:

At GFM we work together to meet the special needs of the High Performance Learners in our care in the following ways:

- To use a broad range of qualitative and quantitative data to identify High Performance Learners.
- Class teachers and specialised subject teachers formally identify High Performance Learners from Year Two and informally as early as possible in their time at our school.
- Class teachers enter their names on the High Performance Learner register after approval from the Inclusion Leader.
- Class teachers, with the support of Inclusion team, will assess the needs and abilities of our, High Performance Learners.
- Class teachers, with the support of Inclusion team, plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.

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- High Performance Learners are encouraged by class teachers and by Form Tutors to attend appropriate extra-curricular activities e.g. music clubs, sporting events etc. in order for them to develop other skills and talents.
- Class teachers and Form Tutors draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of GFM. Which could inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Parents are informed at Parents' evenings that their child has been identified as High Performance Learners and are kept informed of their progress.

The role of the Inclusion Team

The inclusion team leads initiatives to meet the needs of pupils within the school. The inclusion team support staff in their identification and monitoring of pupils both academically and pastorally. The inclusion team keeps up to date with information about resources and services, shares this information with colleagues and compiles and updates registers for Students of Determination and High Performance Learners. A crucial part of this role is to analysis progress and work with SLT to adjust provision to meet changing needs.

The role of Heads of Year and Heads of Department:

The responsibility for our High Performance Learners falls on everyone's shoulders within the school community. As such, one of key roles of Head of Year and Head of Department/Subject is to monitor the ongoing progress of all pupils identified as a High Performance Learners. This is achieved by monitoring and updating the High Performance Learner register on a termly basis. Other responsibilities are listed below:

- Encourage extension and enrichment activities, including themed days, and themed weeks.
- Discussions with parents and students to promote extra-curricular extension/enrichment activities.
- Support staff and work alongside subject leaders to promote higher level learning possibilities across the school.

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Identification & Records

A variety of methods will be used to identify High Performance Learners. Formal identification begins in Year Two and prior to this we informally support and challenge students who are showing the early signs of being a High Performance Learner, We identify students in a variety of ways including:

- Continual teacher observation, assessment and nomination.
- Testing and tracking (results of CAT4, PT exams, national curriculum tests, school spelling and reading tests, Foundation Stage Profile, etc.
- Evidence from other sources (parents, outside providers, observations of other colleagues)
- Use of the inclusion team expertise in supporting the judgement of the teacher
- High Performance Learner register is kept on the GFM Teacher TEAMS inclusion channel so all staff members can access any information when needed.
- High Performance Learners are a group identified and their performance is compared with whole-school data.
- The final list is agreed with the Principal
- High Performance Learners are designated by their exceptional natural ability/competence
- During parent consultation evening's teachers explain what it means to be High Performance Learner and giving guidance on support strategies for their children.

Organisational responses

In the classroom, teachers use a range of strategies designed to meet the needs of High Performance Learners including:

- Providing open-ended tasks and extension through questioning.
- Setting more detailed and complex tasks to stimulate critical thinking.
- Tackling objectives from older year groups e.g. coverage of parts of the where and if appropriate.
- Using varied and flexible groupings within the classroom,
- Giving High Performance Learners opportunities for leadership both within the classroom and beyond, including student SLT.

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- Encouraging, High Performance Learners to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.

Enrichment and Extension

Enrichment involves tasks which broaden the child's skills and understanding. Extension involves tasks that increase the depth of study in a specific area. High Performance Learners are encouraged to:

- Use their initiative.
- Formulate questions.
- Solve problems & seek alternative answers.
- Make judgements based on confidence in their own abilities.
- Develop and use all relevant skills.
- Attend activity days and master classes, organised locally by the school or the Local Authority.
- Take part in day and residential visits.

Monitoring pupil progress

The role of the class teacher is to:

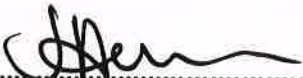
- Plan lessons that will motivate, challenge and extend.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each child's ability.
- Monitor pupil progress formally and informally on a daily basis.
- Review pupil progress termly and report to parents at parent consultation meetings.

Vision

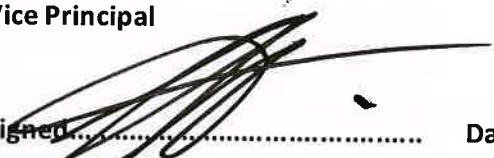
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Signed  Date 20/1/22

Vice Principal

Signed  Date 20/1/22

Principal/CEO

Policy review date: January 2024

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