



DGPS Gifted & Talented 2023-24

Written by: Rachael Buckley

Motto

Learning Together, Growing Together

Vision & Values

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

Determined learners

Global thinkers

Positive achievers

Striving for success

At Dove Green Private School, we use the terminology of Gifted or Talented for children working significantly above their peers.

We ensure to:

- Develop every child's full potential, whether academic, artistic, physical or social
- Recognise, develop and celebrate those students who are Gifted and Talented
- Acknowledge students' particular talents and actively encourage achievement

We understand and acknowledge that some students will be working at a higher cognitive level than others and therefore recognise that provisions need to be in place to match the student needs.

Our ethos respects and celebrates the diversity of our community and aims to ensure everyone is given the opportunity to develop skills & abilities irrespective of race, religion, gender or special educational needs.

Gifted

For Gifted, in EYFS and KS1, we use teacher judgement that is guided by teacher assessment and recorded learning judgements to identify children. At KS2, we are guided by the average combined CAT scores, suggesting children with a score of 121 or above are added to the register. Teacher judgement is also considered.

Talented

Children on the Talented register are identified by Specialist teachers. We also recognise the wide spectrum of human talents and abilities, recognising multiple intelligences rather than just academic strengths, as well as 'trans-intellective' strengths, e.g., empathy, resourcefulness and resilience. We put an emphasis on creating opportunities for pupils to identify their gifts and talents and for all abilities to flourish. Wherever possible, we promote areas for these to be nurtured both through the curriculum and after school clubs. This is especially evident in our provision for Sport and Music at the school.

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1. Identification/Provision for Gifted & Talented

EYFS – Year 2

Class and Specialist teachers should nominate children who they feel may have a gift or talent in a specific area. These nominations are supported by evidence from Teacher Assessment and any recorded learning. Teachers are to contact the Gifted Lead Nkechi Osakwe, or Talented Lead, **TBC 23-24**, to arrange a child observation in class.

Years 3 – 6

Children should be automatically added to the Gifted register if they have a mean CAT standardised score of 121 or above. Class and Specialist teachers are also able to nominate children to the Gifted or Talented

registers with evidence that is supported by data. Teachers are to contact the Gifted Lead, Nkechi Osakwe, or Talented Lead, **TBC 23-24**, to arrange a child observation in class.

The following provisions should be available for children on the Gifted and Talented register, should they be relevant to the individual need.

- A challenging curriculum enabling pupils to work at high cognitive levels. All staff should be aware of Blooms Taxonomy - Teachers use Blooms to structure the delivery of higher-order questions within their lessons i.e. analyse, evaluate, create. This should also be used to support the design of differentiated learning objectives for Gifted & Talented students.
- Enquiry-based Learning – Subject dependent, Gifted and Talented students should be provided with the opportunity to collaborate, work independently and problem solve through open ended projects that develop critical thinking skills.
- Enrichment League – Gifted and Talented students should be provided with opportunities to compete against other Gifted and Talented students through the Dubai Enrichment League and DASSA League.
- Access to a relevant, differentiated and challenging curriculum. This must provide the opportunity for pupils to identify and develop a unique profile of learning dispositions.
- Opportunities to develop specific skills and talents through inter-school competitions must be evident.

Although Class and Specialist teachers are aware of the children highlighted as Gifted and Talented, we do not necessarily share this information with the children.

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2. Our Aims

- To ensure early and ongoing identification of Gifted and Talented students
- To monitor teacher planning to ensure identified students are challenged
- To provide celebration opportunities for G&T students to be recognised

3. Monitoring and Assessment

Assessment and monitoring of Gifted and Talented students will be in line with Dove Green Private School's Assessment Policy. Teachers will ensure internal assessments are carried out regularly, and data from such assessments will be shared with the Gifted and Talented Leads, who will then carry out termly analysis of data to ensure students are making continuous progress.

4. Parents/Carers involvement

Parents can help the school by providing relevant information that will support their child both in and out of the classroom. Gifted and Talented Leads will seek to involve parents where possible, so that their knowledge of the child can inform the school's provision and the school can offer further information and advice. Support will be offered to parents who may have a different perception of their child's abilities from that of the school's.

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5.1 Role of the Gifted Lead

The Gifted Lead makes a significant contribution to the school's approach to identifying and nurturing children in the school who have an exceptional aptitude across the academic subjects.

Monitoring, evaluating and refining the school register and policy for meeting the needs of gifted students, the Gifted Lead provides communication across subject areas, on the provision for the gifted students and targeted support for the learners themselves.

Responsibilities:

- To strategically build an annual calendar of activities and events for competitions, to interface with the school calendar.
- To coordinate the school's involvement in the Dubai Enrichment League
- To coordinate the school's internal Enrichment programme
- To coordinate with the ECA Leader for any ECA invite activities to support the entry to competitions. (e.g., chess/debate)
- To coordinate the programme of activities and events ensuring regular and consistent communication with all stakeholders.
- To Liaise with Head of Houses to support with Inter-house competitions.
- To oversee the school's participation in World Scholar's Cup and coordinate arrangements for ECAs to support this.
- To coordinate all external visits to include:
 - Local competitions such as Dubai Enrichment League
 - National events and competitions as appropriate

5.2 Role of the Talented Lead

The Talented Lead works with students with exceptional abilities in practical subjects, such as dance, music, art, and physical education. They consider a strategic approach to developing the provision for our talented students across the school, together with raising the profile of a Talented programme within the community.

The Talented Lead is also responsible for holding and updating a Talented register, monitoring and tracking the students' performance and intervening, where necessary.

Responsibilities:

- To strategically build an annual calendar of activities and events for competitions, to interface with the school calendar.
- To coordinate the school's involvement in the DASSA League
- To coordinate the school's internal Enrichment programme
- To coordinate with the ECA Leader for any ECA invite activities to support the entry to competitions. (e.g., sports/music)
- To coordinate the programme of activities and events ensuring regular and consistent communication with all stakeholders.
- To Liaise with Head of Houses to support with Inter-house competitions.
- To coordinate all external visits to include:
 - Local competitions such as Dubai Enrichment League
 - National events and competitions as appropriate

5.3 Role of DGPS Staff

All staff have a responsibility to help identify students who are gifted and talented in their class. Teachers are to ensure coherent, effective and challenging provision is provided for Gifted and Talented students across the curriculum and evidenced in daily lesson plans.

Teachers are to ensure when a gifted or talented student transfers between classes at the end of an academic year, all information and record-keeping is appropriately passed on and communicated.

Signed:



Print Name: Christopher Seeley

Designation: Principal DGPS

Date: September 2023

Next Review: September 2024