



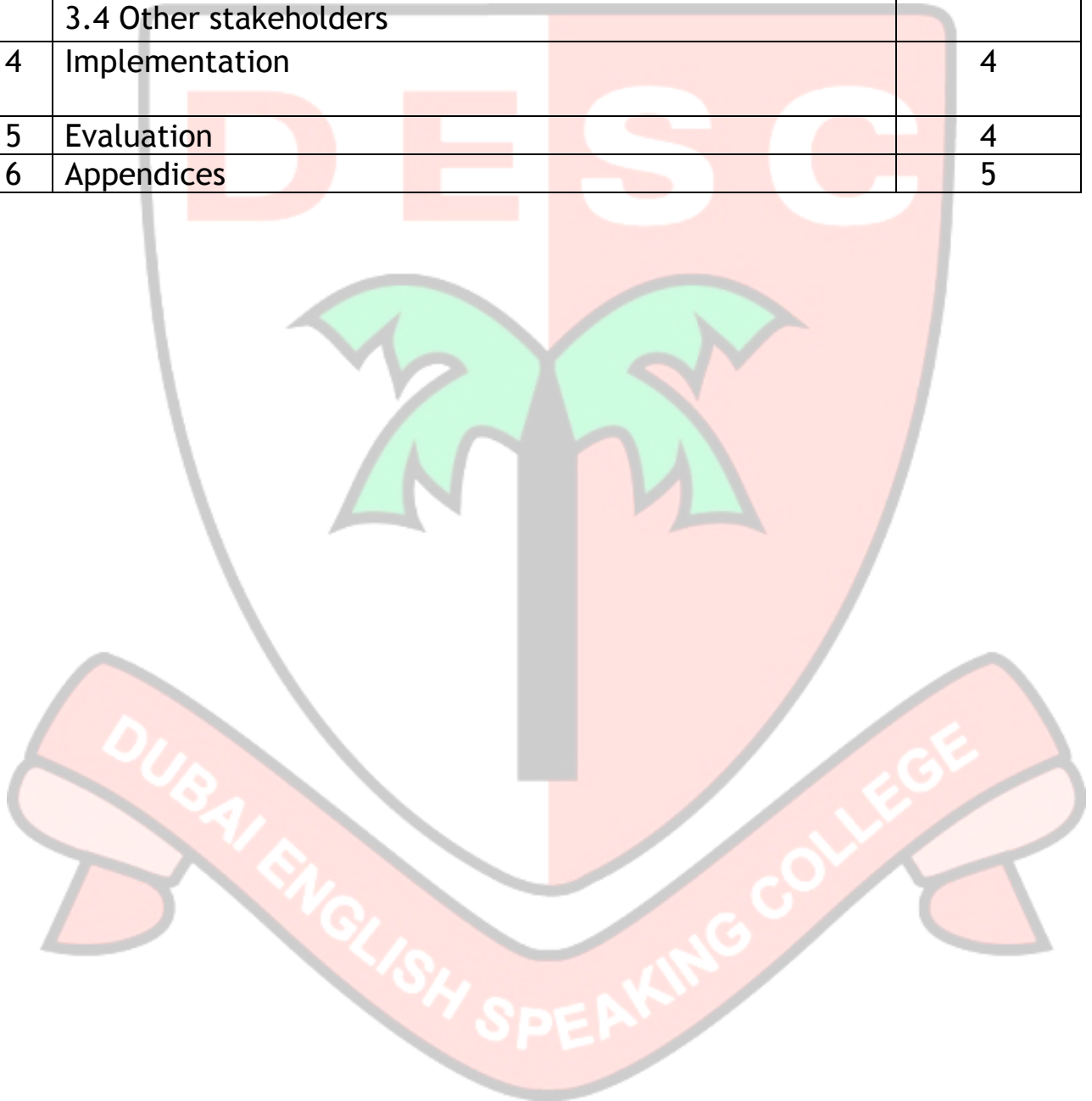
Dubai English Speaking College

Academically More Able, Gifted and Talented Policy

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ACADEMICALLY MORE ABLE, GIFTED & TALENTED POLICY

1. RATIONALE

The purpose of this policy is to outline DESC's approach and provision for Academically More Able, Gifted and Talented students. As an inclusive College we believe that some students do have exceptional ability due to both nature and nurture. However, we believe that all students, regardless of their starting point at DESC can develop and improve their performance in every aspect of school life. This '**Growth Mindset**' underpins our vision and our ethos. We believe all of our students have the right to access high quality educational experiences and to take part in a broad and balanced curriculum.

Many students at DESC are high attainers, but we recognise the difference between this substantial percentage of our cohort, and the few students who are truly exceptional in a given area. We do not have a separate group of students for whom we offer special treatment, as we strive to maintain high expectations, rigorous challenge and exceptional opportunities to excel for every single student.

DESC's approved definitions of Gifted and Talented are as follows:

Academically More Able (AMA) : Students who work above age related expectations in one or more areas.

Gifted (G): Students who demonstrate exceptional ability and who work significantly above age-related subject expectations in academic subjects. (DESC recognises that Giftedness can be difficult to identify, as it maybe masked by personal circumstances and disengagement with a curriculum that is not sufficiently demanding.)

Talented (T): Students who work above age related expectations in Performing Arts, Creative Arts or Sport.

This policy is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Data Protection Act 2018
- Standards and Framework Act 1998
- Education Act 2002
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)

We believe we have a duty to ensure that all students have equal rights to the opportunities offered by education and that all students will be encouraged to fulfil their potential in their academic, physical and creative achievements.

2. AIMS

The aim of this policy is to ensure that all stakeholders are aware of how DESC will provide for Academically More Able, Gifted and Talented students.

As a College we aim to:

- Ensure that all students are stretched and challenged in all lessons
- Provide advanced tasks, explanations and homework as appropriate for students
- Promote consistency and collaboration between teachers in their approach to providing learning for all students
- Provide appropriate opportunities for all students to reach their full potential in lessons.
- Provide appropriate opportunities for all students to reach their full potential outside of lessons through enrichment opportunities.
- Work effectively with parents in order for students to fulfil their potential in their academic, physical and creative achievements.
- Ensure equality permeates all aspects of College life. We want every member of our College community to feel safe, secure, valued and of equal worth.

3. RESPONSIBILITIES

To ensure the correct implementation of this policy a number of different stakeholders have responsibility as follows:

3.1 DESC STAFF

DESC staff have a responsibility to:

- Have high expectations of all students.
- Encourage all students of all backgrounds to be proud of their abilities and to make the most of them.
- Use prior assessment to inform planning
- Differentiate effectively using a variety of teaching and learning strategies to develop all students
- Inspire and motivate all students.
- Gather information on their students including progress and attainment data
- Observe their students to identify if there are any who may need alternative provision in order to be sufficiently stretched
- Liaise with their Head of Department (HoD) regarding their observations and plan appropriate pathways
- Liaise with the parents of identified AMA, G&T students, providing support where appropriate
- Provide appropriate stretch and challenge for AMA, G&T students.

3.2 DESC HoDs

DESC Heads of Department have a responsibility to:

- Ensure effective provision in their subject area.
- Support their teachers in providing advice on stretch, challenge and differentiation
- Provide, when appropriate, Exceptional Education Plans
- Provide effective curriculum subject plans.

3.3 DESC STUDENTS

DESC students have a responsibility to:

- Take pride in their work and produce work of a high standard.
- Understand and participate in discussions concerning their progress and attainment.
- Speak to their teacher if they do not feel sufficiently stretched and challenged.
- Take up opportunities to extend themselves in lessons.
- Take up opportunities to extend themselves outside of lessons.

3.4 DESC PARENTS

DESC parents have a responsibility to:

- Always encourage and support their child.
- Inform the College of their child's talents and skills including any special achievements outside of school.
- Contact the College if they feel that their child is not being sufficiently stretched or challenged
- Encourage their child to take up opportunities to extend themselves in lessons.
- Encourage their child to take up opportunities to extend themselves outside of lessons.

4. IMPLEMENTATION

Successful implementation of this policy relies on all stakeholders fulfilling their responsibilities and following the steps below.

4.1 WHAT TO DO IF YOU SUSPECT YOU HAVE AN AMA, or G&T STUDENT IN YOUR CLASS

1. Present your data and observations to your Head of Department (HoD)
2. If in agreement, discuss some suitable stretch and challenge for the student
3. Contact the student's parents as soon as possible to explain DESC's approach to dealing with AMA, G&T students and to confirm with them that their child will not be taught separately nor will they be isolated within class or the College community. Outline the initial planned course of action and discuss with them their responsibilities as outlined in this policy.
4. Log the conversation on ISAMS and also let the student's tutor, other subject teachers and Head of House know.
5. Work with the student and parents to draw up an Exceptional Education Plan (EEP) to provide a framework for the extended provision of the exceptional student.
6. Build in termly review points to discuss the EEP with the student and parent and to adjust it where necessary.

5. EVALUATION

This Policy will be reviewed annually

6. APPENDICES

6.1 EEP TEMPLATE

Student	Subject / Identified Gift or Talent	Target (where applicable)	Staff Member Responsible for Progress
Strategies (to achieve target)		Record of interventions, coaching, mentoring and progress (towards target)	
• • • •		• • • • • •	
Comment on impact and progress over time			
• • •			

6.2 EXAMPLES OF EXTENDED PROVISION INSIDE OF LESSONS

- Series of 1-to-1 meetings with HoD / Director / suitable mentor teacher to devise an extended project that the student may work on privately (*eg similar in style to GCSE c/w if KS3, or extended topics well beyond the curriculum*). They could be allowed to work on this during class time, or it could be separate and only done at home.
- An external competition the student could be working towards
- Stimulating and inspiring discussions about a particular focus each week. Students would be expected to do some prior reading and maybe even share with the class.
- Working with the student to take a qualification earlier than peers. Plans must be in place for them for future years when peers are working on that qualification
- Free online courses (eg Harvard) could be suggested, with appropriate support given by a mentor teacher every 2/3wks. These could be completed when classwork is completed.

6.3 EXAMPLES OF EXTENDED PROVISION OUTSIDE OF LESSONS

CURRICULUM AREA	EXAMPLE OF PROVISION OUTSIDE OF LESSONS
General Scholarship	World Scholars' Cup
	Model United Nations
	Debate Dubai
	Dubai Schools Debate League
	UAE Debate Development Squad
	Debating Club
	Extended Project Qualification (EPQ)
	Chevron Readers' Cup – part of Emirates Festival of Literature
	Poetry Recitation House Competiton
Science	GCSE Express Science group
	Brainiac Science club
	SciFest competition (KS3/yr10)
	What Works Competition
	Inter-School Competitions
	Astromony ECA
	A* Chemistry Club for KS5
	Online University course support (KS5)
Sport	Coaching qualification support
	Elite Performance Programme
Computing	E-SPORTS ECA
	Student organisation of Computer Sci House Event
	Student support of DESSC transition event
	Digital Leaders innovation group
Mathematics	UK Mathematics Challenge
	Inter-schools year 9 Maths challenge hosted and run by DESC
	Additional GCSE in Further Maths ECA
	Philomaths code-breaker club
Business, Economics and Enterprise	Enterprise ECA – students plan a number of events
	100AED challenge – one month, 100AED start-up capital profit-making competition
Art	Set painting challenge ECA with 5 Student Leadership Director roles
	Art Club
	SMCCU – UAE Heritage competition
Drama	House Photography Competition
	LAMDA qualifications ECA – grades 2-7
	The Hamdan Bin Mohammed Heritage Center Qasidah Par Coeur Competition
Music	Theatre trips to the Courtyard Playhouse to see live theatre streamed
	Young Musicians of the Gulf competition (Bahrain)
	Emirates Literature Festival Toppers Concert – small number of students with distinction to perform at the festival
	High Achievers Concert (ABRSM and Trinity) for students with the highest mark in the UAE
Media Studies	Chamber Choir (winners of Choir of the Year for 2 years running)
	Dubai International Film Festival Forum talks
Psychology	Club for Psychology KS4 students extending them beyond the curriculum