

RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

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Rationale:

An inclusive education at Raha International School reflects the principles of diversity, personalisation, equity, respect, acceptance, and enrichment. We believe in personalised learning for all students including gifted and/or talented students. We strive to recognize, identify, challenge, and stimulate or gifted and talented learners.

All teachers at RIS have a responsibility to:

- Ensure commitment to identification
- Ensure all students, have access to a broad, balanced and relevant curriculum, which meets individual needs
- To promote extra-curricular programmes to enhance gifted and talented provision
- To provide learning experiences that enable students to reach their full potential
- To differentiate curriculum and lesson plans to ensure challenge for gifted and talented students

Context:

Inclusion at Raha International School recognises the IB philosophy as well as the local context as a school in the UAE. We ensure provision for Gifted and Talented students is in place through a range of interventions inside and outside the classroom.

Gifted and Talented is the term applied to those students who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their grade/age.

- 'Gifted' learners are those who have abilities in academic subjects with a Mean SAS in CAT4 of 127 or above (*please see Assessment for identification below)
- 'Talented' learners are those who have abilities in sport, music, design or creative and performing arts.

The UAE Ministry of Education defines Gifted & Talented as follows:

"Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sport, drama or leadership capability."

Assessment for Identification for Gifted Students

Tier 1

CAT4/CEM Assessment: The first indicator is the Mean SAS in CAT4 of 127 or higher will identify a Gifted student. Students attaining 120+ with evidence of high performance in internal reports may also be placed on the register.

Tier 2

Individual Teacher Referrals: Within particular subjects, certain students may excel due to the skill set required. In these cases, they will be referred using the Student Support Referral process and usual procedures will be followed with respect to identification through data collection.

Tier 3

Staff, parent, and peer nominations can be received at any time for sport, music, design or creative and performing arts. These students would be normally identified as talented.

Assessment for Talented Students

Departments and subject specialists will have distinct criteria about what they judge to be exceptional and talented as it is not necessarily assessed by data. In some cases it comes from performance aspects (creative arts and sports) or in internal assessments within a subject. A register of talented students will be kept within each department/discipline, and whilst some activities may take place outside of the curriculum, RIS as a community will celebrate and highlight the successes of all talents and achievements.

Learning Leaders

Students who are identified as gifted will be called Learning Leaders. In subjects where students are talented, this same terminology can be used. Learning Leaders are students who can drive their own learning in classroom settings as well as benefit from extension and challenge both inside and outside the classroom.

Gifted and Talented in the Curriculum

All subjects should be taught in a way which inspires learning. It is recognized that the PYP, MYP and DP curricula are designed to be extremely challenging for even the most able students. As a result, challenge and extension are embedded into the summative assessments in all areas. However, it is understood by every teacher at RIS that we must provide these learning opportunities at the classroom level. Differentiation through content, process, product and environment are expected in order to provide this challenge to all gifted learners.

Gifted and Talented in the Classroom

The Student Support Team will create an Advanced Learning Plan (ALP) for students whose needs are not met through the normal rigour and challenge provided in the classroom. Progress on the ALP will be monitored as necessary on the same schedule as with Inclusion Passports.

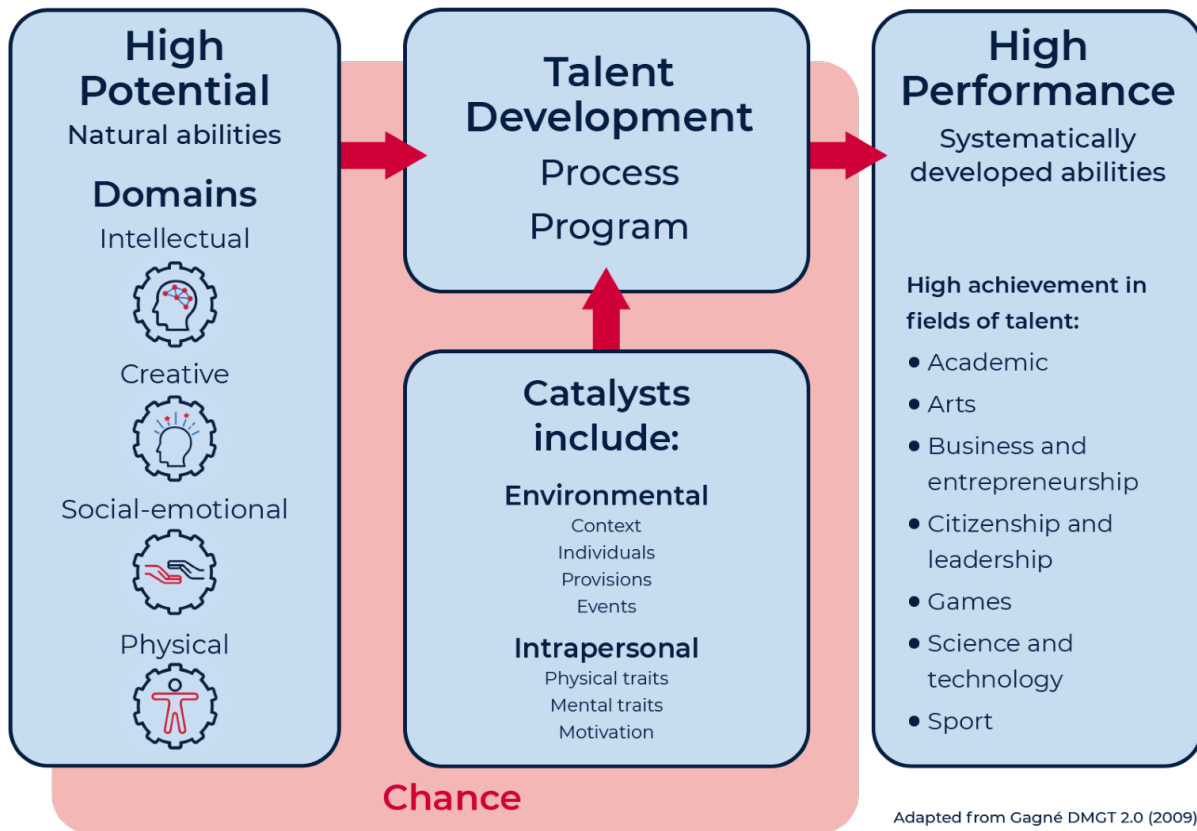
Teachers:

- Have high expectations for all students, including the gifted students.
- Ensure all students are stretched and challenged in all lessons through differentiation based on an assessment of prior learning and continued formative assessment in class and regular summative assessment.
- Provide opportunities for problem-solving, hypothesising and developing thinking skills within the context of their subject/discipline.
- Differentiate effectively using a variety of teaching and learning strategies.
- Inspire and motivate students through effective planning.
- Observe students and scrutinise data to identify if they require alternative provision to ensure stretch and challenge.
- Understand and use their students' areas of interest to make learning more relevant for all learners.
- Use a mix of both independent and group work with other G&T students where appropriate
- Provide additional support to G&T students through offering specialised ECPs.

Students:

- Take pride in their work which is produced to 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 opportunities to extend themselves in lessons.
- Explore opportunities to extend themselves out of lessons.

The ultimate goal is to support those students with high potential to develop the skills necessary to perform to their highest level.



Gifted and Talented Students Outside the Classroom:

Further enrichment may include:

Sports:

- Participation on school competitive teams (ADISSA)
- Referral to external clubs in Abu Dhabi (SZCC)

Music:

- Participation in the school musical/dramatics production
- Selection for musical performances (i.e., Tuneful Tuesdays, assemblies)
- Selection for musical ECPs (i.e., Primary Band)

Gifted General:

- Primary Learning Leaders will join the Playmaker Award
<https://www.sportsleaders.org/playmaker>

- Secondary Learning Leaders will join Tournament of Minds or World Scholar's Cup ECP (T2/T3) <https://tom.edu.au/> ; <https://www.scholarscup.org/>
- Secondary Science Learning Leaders will participate in the CREST Awards

Maths Gifted:

- Grade 6–8 Noetic Learning <https://www.noetic-learning.com/mathcontest/>
- Grade 9–12 Invite only: Canadian Intermediate and Senior Mathematics Contest <https://www.cemc.uwaterloo.ca/contests/contests.html>
- Grade 4/5: Primary Maths Challenge <https://www.primarymathschallenge.org.uk/>
- Challenge programs: Pascal (Grade 9), Cayley (Grade 10), Fermat (Grade 11), Gauss (Grade 7 and 8)

Revision Log

Date	Changes	Reviewed By
09/2022	Final draft completed	SST, SMT
08.2024	Policy Review	Carol Pratt