

YAA More Able, Gifted and Talented (MAGT) Policy K-12

ACADEMIC YEAR 2024-25



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Yas American Academy: More Able, Gifted and Talented Policy K-12

1.0 Vision and Values

At YAA all students can have their talents and gifts recognized and nurtured. Staff create provisions by supporting and extending students socially, emotionally, and academically to confidently take risks and challenge themselves

2.0 Aims and Objectives

This policy aims to:

- Provide a structure to identify and monitor More Able, Gifted, and Talented students (MAGT)
- Promote a whole school approach to provision for more able, gifted, and talented.
- Create a positive atmosphere where students can develop the confidence to challenge themselves and take risks.
- Develop the whole child socially and intellectually.

The objectives of this policy are to:

- Ensure that gifted and talented students have access to a broad, balanced, and relevant curriculum that meets their individual needs and that there are opportunities for them to access further enriching experiences beyond the regular timetable.
- Enable all staff to take responsibility for identifying and supporting gifted and talented students by providing them with relevant training.
- Encourage parent partnership to support a joint learning approach at home and school by offering information sessions and individual meetings as required.

3.0 Definitions

The definition for gifted and talented students from ADEK (Abu Dhabi Department of Education and Knowledge) states:

"Gifted and talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance... Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual Ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport)."

3.1 More Able learners

- Are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than Art, Music, and PE.
- They have the capacity for or demonstrate high levels of performance in an academic area. This also includes students who are leaders or role models who display outstanding leadership and/or social skills.

3.2 Gifted learners

- Are defined as those with an innate ability who present a natural, outstanding aptitude or competence for exceptional performance.
- Gifted learners refer to students 'with abilities in one or more academic subjects, such as math or English'

- In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.

3.3 Talented learners

- Demonstrate high levels of achievement in one or more practical subjects including skills such as art, music, sports, or the performing arts.
- Talented learners refer to students 'who have practical skills in areas such as sport, music, design or creative and performing arts.'
- Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

3.4 Twice Exceptional Learners

- This term refers to 'intellectually gifted children who have one or more learning disabilities such as dyslexia, ADHD or autism spectrum disorder.'
- Twice Exceptional students can be difficult to identify as they may underachieve or not be diagnosed due to their ability to mask any difficulties they face.

4.0 Roles and Responsibilities

The Principal will:

- Appoint a member of staff to be responsible for the coordination and provision for gifted and talented learners and work in conjunction with middle leaders.

The Gifted and Talented Lead will:

- Support and oversee identification and provision for the whole school.
- Liaise with all members of the teaching staff.
- Report to the Executive leadership team.

The Academy of Excellence Representative will:

- Liaise with the Academy of Excellence (AoE) team and support with coordinating/organizing events students are involved in.
- Support and encourage students who are a part of the Academy of Excellence through the program.
- Raise the profile of the Academy of Excellence to encourage students to apply each year.
- Communicate with parents of students involved in the Academy of Excellence as directed by the Academy of Excellence Team.
- Monitor progress and attainment of students in external and internal assessments as well as progress towards their ALP targets.

Teachers will:

- Be responsible and accountable for the everyday provision of high-quality first teaching for all students.
- Ensure students identified as more able, gifted, and talented are supported and appropriately challenged in the classroom environment and beyond.
- Participate effectively in the identification, assessment, and referral process.
- Contribute towards the ALP and ensure provision is in place to support the student in achieving their targets.
- Monitor progress and attainment for students in class.

Parents will:

- Work in partnership with the school to ensure the best support is in place for their child.
- Attend and contribute to meetings related to targets and progress.
- Support and encourage their child in extra-curricular activities.
- Engage with external agencies where recommended by the school.

Students will:

- Attend ALP meetings, where appropriate, to contribute their views to their targets.
- Engage in discussions to create a Pupil Passport.

5.0 Identification

Before identifying a student as more able, gifted, or talented in a particular area we aim to ensure that all students have had the opportunity to learn and succeed in this area. This ensures a fair identification process. Identification is ongoing where teachers' assessments will monitor the progress of MAGT students, which must be based upon ability and not on achievement. This is triangulated across qualitative and quantitative information, including elements of the following:

- Teacher Referral form
- Internal Assessment results (Unit Tracking Sheets)
- External Assessment results (Achieving CAT score of 115+)
- Identification by a previous teacher, previous school, external agency, or organization
- Renzulli Scales
- Aldar Academy of Excellence selection

It is worth remembering that more able, gifted, and talented students can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Very able but with a learning difficulty or disability that masks their skills
- Behavioral difficulties

6.0 Provision and Modification

At YAA, we aim to nurture independent and creative thinkers who can meet the challenges of the wider world, and this includes providing for those students who already have or are showing signs of these capabilities. Provision for students who are identified on the MAGT register is generally provided by the class and subject teacher through effective quality first teaching and differentiation.

6.1 Advanced Learning Plan (ALP)

- Students identified on the MAGT register who are twice exceptional, achieve 127+ on CAT assessments, or are identified as having the sporting ability to compete at a national level will have an Advanced Learning Plan (ALP) developed in conjunction with the teacher, parents, and Gifted and Talented Lead.
- This document will detail the provision above and beyond the classroom that students will receive.
- Targets may be around developing their talent or gift but they may also be targets to support areas they may struggle more with, for example, managing well-being, social skills development, emotional regulation, and areas of academics that are weaker.

6.2 Classroom Provision

- Teachers are to promote deeper thinking in age-appropriate topics and subjects and to focus on the quality of provision rather than the quantity, through effective differentiation in the classroom.
- All staff should make themselves aware of those students in each of their classes who are on the MAGT register
- There is access to higher-level tests for assessment
- Students can work with like-minded peers

6.3 School Provision

- Enrichment opportunities
- Aldar Academy of Excellence opportunities

6.4 Intervention groups

- School Council
- Wide range of extra-curricular activities and clubs
- Recognition and celebration of achievements in external activities
- School representation

7.0 Monitoring

Students' progress in school and towards ALP targets (if a student has an ALP) will be monitored in a variety of ways including:

- Baseline assessments
- Summative assessments
- Observations in class
- Looking at classwork
- Meetings with teachers and parents
- Monitoring grades
- MAP/CAT assessments
- Records and assessments from any interventions, if required

This information will be monitored, and a central tracking sheet will enable the Gifted and Talented lead to have a constant overview of progress throughout the year to identify gaps and analyze the impact of support for students. This will enable adaptations to the provision provided as needed to ensure the students can achieve their best.

8.0 Identification

8.1 KG – G1

Step 1:

- Observations, nominations, and/or analysis of assessments will identify children who are exceeding expectations.

Step 2:

- Over the term, the class teacher should gather further evidence related to the child from formative assessment - observations and Seesaw Skills.
- In summative assessment, the child should be put as either (E4 - BL, E5 – MY, or Above POS - EOY) This will then flag the student before step 3 takes place.

Step 3:

- Evidence to support an exceeding child will be taken to Grade Group meetings.
- Team discussion and moderation will decide: Is the child being extended and demonstrating that they are exceeding expectations?

If yes: The child is referred to the Curriculum Team and Head of Assessment who will then add the student to the MAGT register.

If no: Grade Leader and MAGT lead to discuss strategies to be implemented to further extend within lessons and continue to monitor the child. Student name placed on the monitoring register.

Step 4:

- Once on the MAGT Register, the class teacher will continue to monitor progress, setting challenges.
- Individualized targets are set throughout the year and renewed when achieved.
- Any interventions or provisions will be put in place, and these will be tracked and monitored by Curriculum/Subject Leaders.

- Children will be added to the MAGT challenge Seesaw group and a profile will be created.

8.2 Grades 2-5

Step 1:

- Observations, history, nominations, and analysis of assessments (Progress Tests, CAT4, and MAP testing will identify children who are exceeding expectations.

Step 2:

- Over the term, the class teacher should gather further evidence related to the child from formative assessment - observations and Seesaw Skills.
- In summative assessment, the child should be put as either (E4 - BL, E5 – MY, or Above POS - EOY) This will then flag the student before step 3 takes place.

Step 3:

- Evidence to support an exceeding child will be taken to Grade Group meetings. Team discussion and moderation will decide: Is the child being extended and demonstrating that they are exceeding expectations?

If yes: The child is referred to the Curriculum Team and Head of Assessment who will then add the student to the MAGT register.

If no: The grade Leader to discuss strategies to be implemented to further extend within lessons and continue to monitor the child. Student name placed on the monitoring register. Return to Step 2.

Step 4:

- Once on the MAGT Register, the class teacher will continue to monitor progress, setting challenges.
- Individualized targets are set throughout the year and renewed when achieved. Any interventions or provisions will be put in place, and these will be tracked and monitored by Curriculum/Subject Leaders.
- Children will be added to the MAGT challenge Seesaw group and a profile will be created

8.3 Grades 6-12

Step 1:

- Observations, history, nominations, and/or analysis of assessments (Progress Tests, CAT4 - above 127 in one or more than one domain, MAP results, and internal data) will identify students who are predicted to achieve high scores in AP courses and are exceeding expectations.

Step 2:

- Over the next two weeks, the subject teachers should collate evidence to support the assessment data of the student.
- This will include samples of work, mastery tasks, and informal teacher observations.
- In summative assessment, the child should be assessed as Significantly Above the relevant standards for Middle School and High School.

Step 3:

- Evidence to support an exceeding child will be taken to the Head of Department.

Team discussion and moderation will decide: Is the child being extended and demonstrating that they are exceeding?

If yes: The child will be added to the MAGT register by the MAGT Lead.

If no: Heads of Department in conjunction with the MAGT lead to discuss strategies to be implemented in lessons to further extend within lessons and continue to monitor the student. Student name placed on the monitoring register. Return to Step 2.

Step 4:

- Once on the MAGT Register, the class teacher will continue to monitor progress, setting challenges and individualized targets throughout the year.
- These will be reviewed at each assessment cycle and new targets set. Any interventions or provisions will be put in place, and these will be tracked and monitored by Curriculum/Subject Leaders and the Academy of Excellence Lead.