



# ABU HANIFAH FOUNDATION

Excellence in Islamic Education

*“Where every child matters and every day counts”*

## **Gifted & Talented Children Policy**

UPDATED 2019-20

## **Aims**

Abu Hanifah Foundation aims to provide all children with a challenging and enriched learning experience. This will allow all children to develop higher order thinking skills and will also provide opportunities for more able children to work at their own level and pace, thus realizing their potential. We support the development of the whole child and value and celebrate all the special abilities displayed by our children. We believe that some children have special abilities and talents and that nurturing these is our responsibility.

## **Abilities and talents**

Able children may display all or some of the following special abilities:

*A intellectual (linguistic, multilingual, analytical)*

*B creative (scientific, technical)*

*C citizenship (kindness to others)*

*D practical (technological and 'hands-on')*

*E physical (sports, special agility)*

*F social & spiritual (personal, interpersonal, leadership qualities)*

## **Identification**

There are many ways in which teachers can identify children's special abilities and talents including teacher observation, information from daytime schools,

parents, discussions with the child, ILP targets and formal and informal assessments. More able children may display all or some of the following characteristics:

- Good memory
- Quick grasp of concepts
- Lateral thinking
- Wide vocabulary
- Expressive ability
- Abstract thinking
- Skills of analysis
- Creativity
- Persistence
- Good moral (Islamic) values

On the other hand, more able children may not always show their abilities and talents in the way we expect them to. They may withdraw into a world of their own, exhibit poor social skills, show poor motivation, disguise their ability to avoid peer jealousy, have poor co-ordination skills or not present their work legibly.

### **Assessment and record keeping**

Teacher assessments, ILP targets, teacher observations and daily diary records are the main ways in which we assess and monitor children's ability. The school has a record of ILP's where each class teacher keeps a record (file) for each child whether or not they believe to be able, gifted or talented. By the end of each academic year teachers will provide a selection of evidence of independent work

demonstrating the child's area of strength. The evidence gathered will be reviewed at the end of each academic year as part of the class hand over to the new teacher.

## **Provision**

- Every gifted and talented child will be encouraged to exceed their ILP targets.
- Teaching methodologies (i.e. audio, visual, and kinaesthetic) will reflect the abilities of gifted and talented children.
- Children are encouraged to reflect on their own learning and to become self-motivated learners.
- Lesson planning will reflect a combination of both extension and enrichment activities.
- Extension activities should increase the range and depth of the children's knowledge, understanding and skills by moving them forward to the next steps at an appropriate pace.
- Enrichment activities will add fullness, breadth, range and a deeper meaning to the children's existing knowledge (e.g. orphan sponsorship project).

- Teachers will provide opportunities for the children to work within different peer groupings.
- Encourage variety of presentation; provide open-ended tasks and variations in questioning.
- Teachers ensure that children who may need less time to master facts, skills and routine applications, can move quickly on to more creative enquiries and possibly independent study.
- Subject-related workshops / small group skills projects to extend the children's thinking skills and expertise will be provided.
- Children have the opportunity to participate in annual competitions, workshops, etc. which are organised externally.
- More able children particularly encouraged to participate in out of school clubs or learn a special skill such as public speaking.
- Teachers will develop and maintain a register of all gifted and talented children.

### **Equality and Cohesion**

- All children regardless of individual potential, gender, race, and cultural background, physical or sensory disability are entitled to the same Able, Gifted and Talented provision.

- Individual provision will be differentiated to best suit the needs of the individual.
- Staff are encouraged to identify potential G&T children who may be underachieving due to other considerations (Gender, Ethnicity, EAL, Vulnerable Pupils, Disability)
- The views of the parents of G&T children actively sought by teachers at ILP reviews and other parent meetings.
- Teachers must create links and break down barriers between home and school to support the child's learning.
- Teachers must be sensitive to cultural, racial and social deprivation issues that may prevent a child from fully achieving their potential.