THE BRITISH SCHOOL OF BAHRAIN

Able, Gifted and Talented Policy

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1.0 Preface

1.1 The essential ethos of the British School of Bahrain is one of Personalised Learning, and to this end, every student is treated as an individual. The School ensures that each student is assessed through BASE, InCAS, MidYIS, Yellis and ALIS profiling in order to ascertain not only their achievement to date but also their relative strengths in various sub-sections. It is an essential part of the School's ethos that every student must be given the same opportunities and challenges; this is core to the School's Values.

1.2 A fundamental principle which underlies our Able, Gifted and Talented policy is that the latter are not fixed concepts but somewhat fluid attributes. In line with Growth Mindset Theory, our role is to nurture the talents of every student as soon as they develop.

1.3 Our stated aims and values recognise the individual abilities of all our students and commit us to help them to reach their full potential. For this reason, the School does not wish to establish a list of able or gifted students. Equally, the provision of activities for AGT pupils is always available to all students in recognition of the fact that students develop educationally at different rates and that premature identification and isolation are not necessary.

1.4 In short, we believe that ability and talent are to be achieved and enhanced throughout a student's school career. A fixed list of students and attributes is contrary to that principle. Every student is supported in achieving their ambitions and thus no opportunities for extension, enrichment and enhancement are closed to any student.

1.5 The School believes that Heads of Department and Leaders of Activities are best placed to determine the specific nature of provision in order to stretch the most 'able' or 'talented' students in their particular discipline.

1.6 This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1.7 This policy does not undermine the laws of The Kingdom of Bahrain

2.0 Definitions & examples

2.1 **'Gifted'** students are generally taken to be those who are, academically, in the top five per cent of the national range as measured by CEM assessment.

2.2 **'Able'** students may be defined as those who academically achieve at a level significantly higher than their peer group in the School.

    2.2.1. A class may contain all 'gifted' students, especially if it is a top set. However, there may be a few individual students who are still able to achieve higher than their peers within this group. These

students should be identified as 'able', and provision should be provided within the class, or subject area, to challenge them further. This concurs with the School's Personalised Learning agenda.

2.2.2. Equally, a class may contain no 'gifted' students, e.g. a lower set or a mixed-ability group. However, a few individuals will be more 'able' than their peers, and therefore, in every class, the most able should be identified and stretched academically.

2.3 **'Talented'** students are those who excel in specific areas of music, art, design, drama, technology and sport.

2.3.1. Any student, whether gifted, able or neither, may achieve highly in Music, Art, Technology and Sport. A musician who plays a single instrument to an exceptionally high level should be identified as 'talented' and supported. Equally, a brilliant team player who plays sports at a level unexpected from either their peers or age group should be identified as 'talented' and supported. Students who do not necessarily excel in one particular field and are generally very good in many areas are not recognised as 'talented'. For example, a musician who can play several instruments very well, but none of them exceptionally well, is not 'talented'. The provision for this student already exists within each of these instruments, and no further specific provision is required. Equally, a student who plays for the A team football and basketball, but is not the best player in either team, is not 'talented'; the training and provision within both sports are already sufficient.

3.0 Aims

3.1 This policy is intended to support the following aims:

3.1.1. The raising of aspiration for all students

3.1.2. High expectations of achievement for all students

3.1.3. Greater enterprise, self-reliance and independence for all students

3.1.4. Skilled, well-prepared and informed teachers who have a perspective and understanding of issues related to those students identified as most able and are committed to developing pupils' full potential at all times

3.1.5. Lessons that stimulate, engage, challenge, inform, excite and encourage students, through partnership and dialogue with teachers and other students, participate actively

3.1.6. An entitlement beyond subject teaching, including preparation for adult life and the world of work

3.2 In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

3.3 The BSB aim is to become an exemplary school for Most Able and Talented provision.

4.0 Identification

4.1 We use a range of strategies to identify the most able children. The identification process is ongoing and begins when the child joins our school.

4.2 Initial Identification:

    4.2.1. In the EYFS, Information from baseline assessments using CEM Aspects and CEM BASE carried out by class teachers within the first month of the Nursery and Reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be AGT.

    4.2.2. Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

    4.2.3. Throughout all key stages, class teachers use prior attainment and current performance to identify students that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

    4.2.4. Year 2 - 6: Students will undertake test (InCAS) Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each student's progress in all subjects. We compare the information from these assessments where possible in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

    4.2.5. Year 7, 10 and Lower 6th form : Students will be initially identified using CEM results

    4.2.6. Year 8, 9 & 11: Students will initially be identified through end of year attainment and CEM

    4.2.7. Upper 6th Form: AS and CEM results will be used

    4.2.8. New students: All new students sit CAT4/CEM as an entrance test. These results will be used for initial identification

4.3 Gifted Students across a range of subjects:

    4.3.1. Heads of Department will be responsible for identifying AGT students within their department, using their own assessment data, whole-school assessment data and the recommendations of teaching staff within the department.

4.4 Each department should use the following means to initially identify AGT students in their subject:

    4.4.1. InCAS Data

    4.4.2. First data input from all staff

    4.4.3. Baseline Testing: Used in conjunction with the InCAS and CAT4 data, particularly in practically based subjects where CAT4 predictions might not be as accurate.

    4.4.4. Other information/knowledge: HoDs may receive additional information on students, such as music grades achieved outside of school, or representation of national sports teams, which could be used as evidence of an AGT student.

4.5 Use of other data:

    4.5.1. End of year levels/grades will be used as an indication of AGT students. Once data becomes available for all year groups.

4.6 Other means of identification:

    4.6.1. Other methods of identification, that could be considered, include:

        4.6.1.1. Referral by parents

      4.6.1.2. Referral by peers

4.7 Research shows that the most effective AGT programmes use a wide variety of identification methods, so a pragmatic approach will be adopted to ensure that the identification process produced is reflective of the school and includes all students who show potential for high achievement.

5.0 Provision: In-Class Opportunities

5.1 Teaching & Learning

    5.1.1. The management of student groupings (whether mixed-ability or ability sets).

    5.1.2. The provision of opportunities for the AGT students to work with others of the same ability.

    5.1.3. The mentoring and additional provision for the AGT students.

    5.1.4. The provision of enrichment/extension tasks which develop learning Further Appropriate differentiation, taking into account different learning styles

    5.1.5. The development of independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical

    5.1.6. The provision for the AGT students in lesson planning Encouraging students to strive to achieve 7-9 scores in all subjects at GCSE and A/A* at A Level

    5.1.7. Use of technology to provide extension work, extra reading etc.

    5.1.8. Teachers should also teach a range of learning styles, to ensure access to the curriculum by all. In subjects where it is relevant, such as MFL, Arabic and English, students will be given access to a range of challenging texts, to ensure they are stretched.

    5.1.9. Students should constantly assess their own and others' work, via an assessment for learning approach. This will encourage critical thinking and enhance the overall learning experience.

    5.1.10. Further opportunities should be given for students to develop independent learning skills, taking the emphasis away from the teacher, and allowing them to facilitate students' work.

    5.1.11. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

    5.1.12. We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

    5.1.13. We promote the celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

5.2 In addition to this basic expectation, additional in-class opportunities are available:

    5.2.1. Setting of students:

        5.2.1.1. In English, Maths & Science, from Year 8-11, students are grouped based on their assessment scores, work habits and potential to achieve. This allows students to work with peers who are closely matched to their own abilities, providing maximal opportunities to make progress.

        5.2.1.2. In Maths and Science, Year 9 students are taught in sets.

        5.2.1.3. Arabic students are taught in sets.

5.2.2. Early Exam entry:

    5.2.2.1. In Maths students are offered AQA level 2 Further maths alongside regular maths to provide stretch and challenge.

5.2.3. Additional Exams:

    5.2.3.1. Some students are encouraged to sit extra GCSE exams, such as in MFL. Other students may be stretched in their A-Level options, by sitting 4   A Levels.

5.2.4. Enrichment:

    5.2.4.1. Further qualifications could be gained through curriculum time, such as Sports Leaders Level 1.

5.2.5. Competitions:

    5.2.5.1. Some subjects enter students in competitions through their curriculum time, such as the UKMT Maths Challenge, aimed at all students in top sets.

5.2.6. Outcomes:

    5.2.6.1. Some subjects will encourage students to be creative and therefore produce more advanced outcomes in their work, such as in Art, PE or Drama.

6.0 Provision: Enrichment Opportunities

6.1 Extra-Curricular Activities

    6.1.1. A wide range of extra-curricular opportunities exists in and around the school, offering students the opportunity to enhance curriculum-based skills and also develop new skills. There are also opportunities to gain additional qualifications, such as ASDAN short courses and language courses.

    6.1.2. Some departments also offer break time activities for students, such as music, drama and art. Here students often gain additional opportunities to develop their work, skills and knowledge.

    6.1.3. Students also have the opportunity to represent the school in a variety of competitions, such as sports, music, debating and more.

7.0 Monitoring of Students

7.1 The students identified on the AGT register will all have very different abilities, personalities, backgrounds etc, so it is important to recognise the types of learners that might be encountered and to cater for all equally.

7.2 Types of AGT learner:

    7.2.1. Very able high flyer – a student who demonstrates ability in a variety of ways. They soak up challenges, they're self-motivated, they have supportive parents and teachers, and they're receiving differentiated and challenging opportunities. They respond at all levels.

    7.2.2. The coaster – the student who does exactly what they have to and never anything more. They never push themselves that little bit further.

7.2.3. Disaffected underachiever. In this case, problem behaviour may hide potential ability. These students can be withdrawn and maybe get into trouble in and out of school.

7.3 Most of our students will fit into one of the above categories, but some may be more difficult to place. The staff will need to be flexible in working with the individual students and responsive to their individual needs.

8.0 Management of Provision

8.1 Responsibilities:

8.1.1. Heads of Year

8.1.1.1. Check progress during reporting analysis

8.1.2. Heads of Department

8.1.2.1. to identify pupils who meet the criteria of their subject

8.1.2.2. to provide information regarding enrichment/extension material for identified students

8.1.2.3. to ensure their department know who has been identified as more able

8.1.2.4. to ensure the enrichment/extension material is used by subject teachers

8.1.2.5.

8.1.3. SLT

8.1.3.1. to include items concerning the AGT cohort on meeting agendas

8.1.3.2. When needed, access training for self and staff and ensure the professional development programme includes relevant aspects of Most Able and Talented provision

8.1.3.3. ensure the policy is implemented

8.1.3.4. generate enthusiasm for AGT in the School.

This policy is reviewed on an annual basis by an SLT member.