



GIFTED & TALENTED POLICY



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| POLICY NAME | GIFTED AND TALENTED POLICY | | | | | | |
| APPROVAL AUTHORITY | PRINCIPAL | ADOPTED | APRIL 2023 | REVIEWED | JANUARY 2024 | NEXT REVIEW | JANUARY 2025 |
| RESPONSIBLE EXCECUTIVE | SCHOOL COUNSELLOR | REVISED | ” | ” | ” | ” | ” |
| RESPONSIBLE OFFICE | ADMINISTR ATION | AVAILABLE | In the Library , Website | | | | |

RATIONALE:

The Gifted and Talented (G&T) program is established with the recognition that every student possesses unique talents and abilities, and it is our responsibility to identify, nurture, and challenge those who demonstrate exceptional potential in various domains. By providing specialized support and opportunities for gifted learners, we aim to foster their intellectual, creative, and personal growth, ultimately maximizing their academic achievement and contribution to society.

AIMS AND OBJECTIVES:

1. **Identification:** To systematically identify students with exceptional abilities across a range of domains, including but not limited to academics, creativity, leadership, and the arts.
2. **Challenge and Enrichment:** To provide challenging and enriching learning experiences that meet the advanced academic and intellectual needs of gifted students, both within and beyond the regular classroom curriculum.
3. **Personalized Learning:** To offer differentiated instruction and individualized learning plans that cater to the unique strengths, interests, and learning styles of gifted learners, fostering their maximum potential.
4. **Social and Emotional Support:** To address the social and emotional needs of gifted students, including issues related to perfectionism, peer relationships, asynchronous development, and underachievement.
5. **Equity and Diversity:** To ensure equitable access to G&T services for all students, regardless of background, socioeconomic status, race, ethnicity, language proficiency, or disability status.



6. **Partnership and Collaboration:** To engage parents, families, educators, and community stakeholders in supporting the development and success of gifted learners through meaningful partnerships and collaborative efforts.
7. **Continuous Improvement:** To regularly evaluate the effectiveness of G&T policies, programs, and practices, using data-driven decision-making to make ongoing improvements and adjustments as needed.
8. **Advocacy and Awareness:** To advocate for the needs and rights of gifted students at the local, state, and national levels, raising awareness about the importance of gifted education and the benefits it brings to individuals and society.

PROCEDURE:

1. **Identification Process:**
 - Utilize multiple measures, including standardized tests, teacher nominations, student portfolios, parent input, and other relevant data, to identify gifted learners.
 - Ensure a fair and inclusive identification process that considers the diversity of students' talents and backgrounds.
2. **Individualized Education Plans (IEPs):**
 - Develop individualized education plans (IEPs) or learning profiles for gifted students, outlining their strengths, interests, goals, and support needs.
 - Collaborate with students, parents, and educators to tailor educational experiences and enrichment opportunities to each student's unique needs and aspirations.
3. **Curricular and Instructional Modifications:**
 - Offer advanced and accelerated coursework, enrichment activities, independent study options, honors classes, dual enrollment opportunities, and other challenging learning experiences.
 - Provide specialized training and support for teachers to differentiate instruction, design compacted or extended curriculum units, and implement inquiry-based learning strategies for gifted learners.
4. **Social and Emotional Support Services:**
 - Provide counseling, mentoring, peer support groups, and other social-emotional interventions to help gifted students navigate issues related to perfectionism, peer relationships, stress management, and identity development.



- Offer professional development opportunities for educators to recognize and respond to the social and emotional needs of gifted learners effectively.
- 5. Monitoring and Evaluation:**
- Regularly assess the progress and performance of gifted students through ongoing formative assessments, standardized testing, performance-based evaluations, and portfolio reviews.
 - Collect and analyze data on the participation, achievement, and satisfaction of gifted learners in G&T programs and services to inform program improvement efforts.
- 6. Parent and Community Engagement:**
- Foster open communication and collaboration with parents and families of gifted students, providing resources, workshops, and opportunities for involvement in their child's education.
 - Partner with community organizations, businesses, universities, and cultural institutions to expand the range of enrichment experiences and real-world learning opportunities available to gifted learners.
- 7. Professional Development:**
- Offer ongoing professional development opportunities for educators to enhance their understanding of gifted education theory, pedagogy, assessment practices, and evidence-based instructional strategies.
 - Encourage collaboration and knowledge sharing among teachers, specialists, and administrators to build a supportive learning community focused on meeting the needs of gifted students.

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. Staff members and Heads of Department may nominate a pupil at any time for the talented program, provided they meet the 'Talented' criteria previously detailed by the Head of Department / Subject teacher. Departments and inclusion team will keep an up to date criteria of what they judges exceptional and talented performance as this cannot be assessed centrally.

A register of talented students will be kept centrally with the inclusion team, and whilst these activities may take place outside of the curriculum and the traditional school environment; IES as a learning community will celebrate and highlight the



successes of all talents and achievements through the assembly systems and parental communication policy. IES identifies Able, Gifted & Talented pupils using a 3 Tier approach.

- **Tier 1** - 'Gifted' refers to a child who has a broad range of achievement at a level well above average age-related expectation, typically in the more academic subjects; Students with a mean CAT4 Score of 124 or above.
- **Tier 2** - 'Able' refers to a child who has the potential to or who is working above age or grade related expectations in academic subjects; Students with a Cat Score of 124 or above in 2 or more of the following area; Verbal, Non Verbal, Quantitative and Spatial.
- **Tier 3** - 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills such as sport, arts, and technology, but who does not necessarily perform at a high level across all areas of learning. These students are teacher identified.

Provision for Able, Gifted and Talented Students IES School aims to nurture independent and creative thinkers who are able to meet the challenges of the wider world and this includes providing for those students who already have or are showing signs of these capabilities, such as those who would be deemed gifted and talented. It is the school's policy to provide a broad, varied and balanced curriculum for all students, giving them a chance to thrive and reach their potential. Provision for students who are identified on the gifted and talented register are provide in a variety of ways:

Process for Review and Development

The Gifted and Talented coordinator is responsible for:

- Updating and reviewing the information record of pupils on the gifted and talented register and monitoring their progress.
- Reviewing the policy.
- Monitoring provision. teaching, learning, achievement attitudes and wellbeing, including those identified as Able, Gifted and Talented.



- This policy explains our approach to Able, Gifted and Talented students while keeping in
 - Ensuring liaison with parents where necessary
 - Keeping up to date with current practice and disseminating to staff.
 - Consulting with Senior Leadership Team, the middle leadership team and staff.
- The Gifted and Talented policy is monitored by SLT and reviewed on an annual basis.

Date of Review : January 2024

Next Review : January 2025

Dr. Prasanna Bhaskar
Principal