



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Gifted and Talented

POLICY

Approved by:

Mr. Jeremy Hallum

Last reviewed on:

July 8, 2024

Next review due by:

July 8, 2025

## MISSION

Lead, nurture and succeed.

## VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. Characteristics.

## Introduction

At GEMS Metropole Al Waha we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with GEMS Metropole Al Waha's ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. At GEMS Metropole Al Waha we value the individuality, gifts and talents of all our students.

## Aims

GEMS Metropole Al Waha aims to:

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for the needs of the full ability range both within and beyond the curriculum and that giftedness is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community.
- To raise the aspirations of all students through an ethos of high achievement and challenging learning opportunities.

## Gifted and Talented

### Definitions as per KHDA inspection framework 2015-2016 p:119:

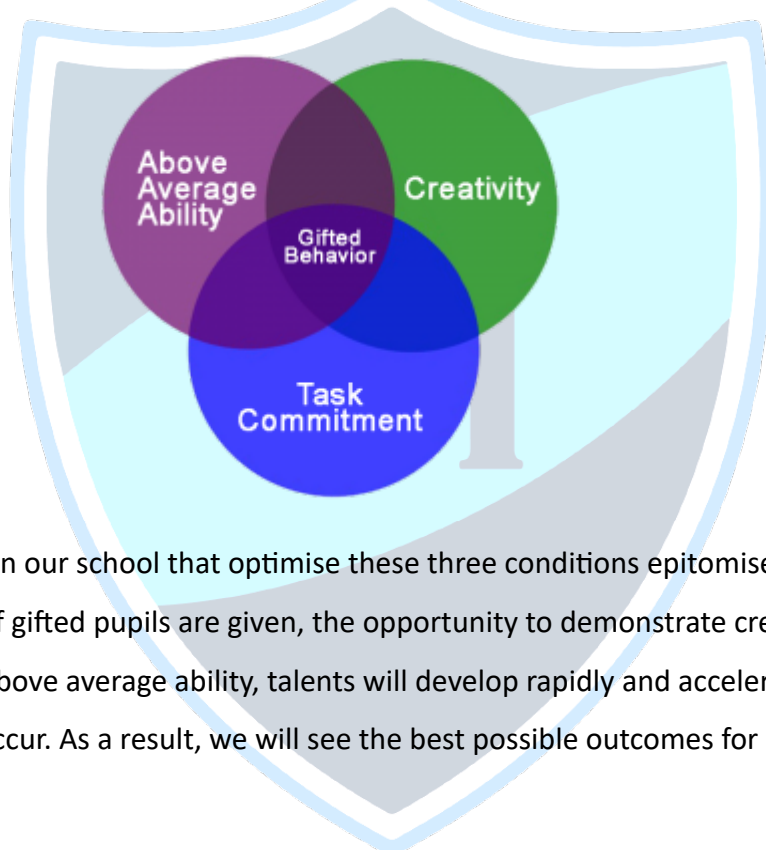
"The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice."

- "The term Giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under-achieve".

- “The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability”.
- All gifted students have the potential to be highly able but not all highly able students are truly gifted.

### **Fundamental Principles of Gifted and Talented Provision**

At GEMS Metropole Al Waha, we believe that there are three conditions that need to be met in order for pupils to demonstrate gifted behaviour, and therefore develop talents. These three conditions are Creativity, Task Commitment and Above Average Ability (*Renzulli, 1986*).



Creating conditions within our school that optimise these three conditions epitomises our approach to Gifted and Talented provision. If gifted pupils are given the opportunity to demonstrate creativity, task commitment and we recognise their above average ability, talents will develop rapidly and accelerated progress in their area(s) of strength will occur. As a result, we will see the best possible outcomes for our Gifted and Talented students.

### **Identification of students**

Gifted and talented students at GEMS Metropole Al Waha are considered to be students of high ability who are judged as showing outstanding skill in one or more of the following:

- General intellectual ability
- Specific aptitude in one or more subjects



- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability including coding and programming

### Academic Gifted and Talented – CAT4

The Cognitive Abilities Test (CAT4) is used to support identification of students who may be highly able, gifted and/or talented. The CAT4 assessment reveals hidden potential by assessing verbal, non-verbal, quantitative and spatial reasoning. It is a non-biased assessment that ensures children's potential is measured, not their academic achievement to date.

Students are identified in the following ways:

#### Academic Gifted and Talented:

- Highly Able: Students with 2 or more batteries of the CAT4 assessment at or above 119.
- Gifted: Students with any single battery of 127 or above in the CAT4 assessment.
- Curriculum-based Assessment: GL Progress Tests – Maths, English and Science
- Professional Judgement: All assessment-based identification will be moderated using the professional judgement of the teaching staff who work with pupils and know them well.

#### Non-Academic Gifted and Talented:

Student may express gifts and talents in areas outside traditional academic and intellectual pursuits. Communication and input from the student themselves and their families is a vital element of establishing wider gifts and talents and GEMS Metropole Al Waha will routinely collect information about Performance and representation outside the school context.



## Provision for Gifted students

### Individual Planning

Students who have been identified as Gifted and Talented will have an individual learning plan if:

- They have a CAT4 Score of 130 or more in any battery
- They are twice exceptional (they present a specific barrier to learning)
- They have other identified vulnerabilities, including wellbeing

These individual plans will include:

- Details of students' strengths
- Any potential barrier to learning
- Individual targets
- Strategies/actions to enhance their learning and progress

Multiple extension and development activities are available to ensure more able and gifted students are given the opportunity to reach their potential.

### School Provision: Teachers will:

- Allow gifted and talented students to access challenges early.
- Prioritise independent tasks that incorporate the **application** of skills and knowledge.
- Seek opportunities for Gifted and Talented students to be creative with their knowledge application. Genuine innovation provides deeper learning and greater opportunities for adaption, feedback and discussion.
- Involve Gifted and Talented students in assessing, reflecting, and planning their learning. Ensure they understand their strengths and their next steps for learning.
- Maintain an adaptive approach. Differentiation for Gifted and Talented learners should be consistent, dynamic, responding to need.
- Use questioning to extend knowledge. Plan for questions that encourage higher order thinking.



## Enrichment Opportunities

GEMS Metropole School Al Waha seeks to maximise opportunities for students to engage in wide ranging and exciting learning experiences outside the classroom. This enrichment programme (MTW Innovators) gives our Gifted and Talented students opportunities to engage in extension and enrichment tasks. These may include:

- Competitions and performance events
- Workshops and school visits
- Extra-curricular activities
- School excursions and trips
- Technology and innovation related events

## Outcomes

Through carefully considered identification and provision, we expect our Gifted and Talented students to achieve excellent outcomes, particularly in relation to their individual strengths. We measure the effectiveness of our provision through impact, and monitoring outcomes enables us to accurately assess the impact of everything we have in place.

At GEMS Metropole School Al Waha, we monitor the following in relation to Gifted and Talented students:

- Assessment data relating to abilities (CAT4)
- Assessment data relating to performance against the curriculum
- Attainment
- Progress
- Teacher judgements
- Student's self-assessment
- The views of the parents/carers
- Wellbeing indicators
- Performance in extra-curricular activities
- Leavers' destinations (e.g. university offers)

We measure these outcomes by:

- Undertaking work scrutiny



- Visiting lessons
- Analysing assessment data
- Collecting teacher judgements
- Speaking with students and families
- Monitoring leavers' destinations
- Collecting examples of wider achievements (outside school)
- Monitoring wellbeing indicators (assessment, engagement, behaviour)

## Responsibilities

The Head of Inclusion plays a lead role in coordinating the school's Gifted and Talented provision. This involves working with the Principal, Senior Leadership Team, Heads of Key Stage and specific subject Gifted and Talented nominated members to determine the strategic development of the policy.

### Role of Head of Inclusion:

- Gifted and Talented students are effectively identified.
- The Gifted and Talented Register is accurate and updated at least termly.
- The provision for students is well planned and effective.
- Gifted and Talented Passports and Challenge Plans are in place to support and monitor student progress and enable teachers to implement strategies to extend learning.
- The impact of provision is monitored and evaluated.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students are accurate, updated and in line with department guidelines.
- Gifted and Talented Passports are developed and monitored by the class teacher/ specialist teacher.
- The performance of the Teaching Staff is monitored and effective.
- There are advice and access to training available to staff.
- The SEF and Inclusion Department Improvement Plan reflect accurately the strengths and areas for development of Gifted and Talented students.
- Offer support, advice and guidance to all staff on best practice for the provision of Gifted and Talented students.



- All teachers must ensure an appropriate provision for the G&T within their lesson planning and delivery.
- All individual teachers have a duty to be aware of individual student's needs and to provide appropriately for all students in their care.

### **Role of Heads of Department and Heads of Key Stage:**

It is the responsibility of every teacher and leader to provide the best possible education for our Gifted and Talented students. One of the key roles of Heads of Key Stage and Heads of Department is to monitor the ongoing progress of all students identified as Gifted and Talented. This is achieved by monitoring and updating the register on a termly basis.

Specific responsibilities include:

- Encourage extension and enrichment activities.
- Discussions with parents and students to promote extra-curricular extension/enrichment activities
- Support staff and work alongside leaders to promote higher level learning possibilities across the school.

### **The role of the class teacher:**

Class teachers are essential to the success of all students, including those identified as gifted and talented.

Specific responsibilities include:

- Plan lessons that will motivate, challenge and extend.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each student's ability.
- Monitor student's progress formally and informally on a daily basis.
- Review student progress termly and report to parents at parent consultation meetings.

#### **Monitoring and review**

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.