



VISION: To promote, instill and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

POLICY NAME:	GIFTED AND TALENTED POLICY				
APPROVAL AUTHORITY:	PRINCIPAL	ADOPTED:	03.05.2021	REVIEWED:	03.10.2022
REVISED:	08.06.2025			NEXT REVIEW ON:	01:04.2026
AVAILABLE:	IN THE LIBRARY				

Rationale

The Gifted and Talented Policy aims to ensure that every student at IPHS is provided with opportunities to achieve their full potential through identification, challenge, and enrichment. The policy reflects our belief that gifted and talented students require differentiated learning experiences to extend their thinking, foster creativity, and support their emotional and social development. By recognizing and nurturing individual strengths, the school ensures equity and excellence in education for all learners.

At **Indian public High School, Ras Al Khaimah (IPHS)**, our commitment is to offer an exceptional experience that caters to students of all abilities. We plan our Teaching and Learning strategies to enable each student to aspire to the highest levels of personal achievement. In line with the ethos of IPHS, we ensure that all students have complete access to every facet of Learning. Our teachers strive to guide every student toward reaching their full potential, irrespective of factors such as race, age or ability. This commitment is driven by our belief in nurturing self-fulfillment in students and preparing them for their eventual journey into active and responsible citizen.

At the core of IPHSs philosophy is a deep appreciation for the individuality, gifts and talents of each student. We celebrate and value the diverse strengths within our student body, fostering an inclusive environment that recognizes

"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.

Common distinctions between the able and gifted child include:

- An able student knows the answer; the gifted learner asks the questions.
- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world
- An able student works hard to achieve; the gifted learner knows without working hard.
- An able student enjoys school; the gifted learner enjoys self-directed learning.
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

Identification of students Gifted and talented students at IPHS 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.

Students are identified in the following ways:

Gifted and Talented students at IPHS are identified based on multiple measures reflecting high ability and exceptional performance. The identification criteria include:

- **CAT4 Results:** Students who achieve a **Standard Age Score (SAS) of 125 and above in at least two or more batteries.**
- **ASSET Assessment:** Students who obtain a **Stanine score of 8 or 9** in one or more subjects.
- **Academic Performance:** Students demonstrating **consistently outstanding classroom performance and attainment** in one or more subjects.
- **Teacher Observation:** Referrals from teachers identifying students with **exceptional creativity, leadership, or problem-solving skills.**
- **Non-Academic Areas:** Students showing **exceptional talent in Performing Arts, Physical Education, or Visual Arts**, identified at **school, community, or national levels.**

We are working towards the Identification of gifted and talented students in each subject area and data is gathered from a range of sources.

- Referral by teachers of students with explicit higher ability
- Teacher Observation/Checklist/Survey Internal assessment results (School based summative and national assessments)
- Parent nomination with supporting documentation
- Previous school records at time of admission
- Standardized assessment of cognitive development and ability that can only be administered by Educational Psychologists
- External assessment results, if available School assessment data using CAT 4.

Provision for Gifted students

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

Where activities are school based, measurement of impact will be done on site.

Through school provision Provide opportunities for problem-solving, hypothesizing and developing thinking skills

Use a range of teaching and learning strategies and effectively differentiate class and homework tasks.

Give students the chance to work with other Gifted students in a small group situation.

Identify Gifted student's extension/challenging work in schemes of work and lesson plans

Generate strategies for class discussions to ensure that gifted students can contribute without dominating.

Use appropriate resources to stretch and challenge gifted learners

Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning.

Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject

Where teachers have identified students who are gifted in these areas, they should alert parents to the existence of extra-curricular activities that may be of interest to their child

Independent work and leadership opportunities will be provided across the phases.

Students will be encouraged to fully engage with extra-curricular opportunities

Links with outside agencies and referral to these will be done through teachers/departments

Outcomes of successful provision-

Monitoring and measurement of Impact Gifted and Talented students will be monitored through:

- Work scrutiny
- lesson observations
- Staff, student and parent questionnaires
- Formative and summative internal as well as external examination data
- Monitoring and reviewing Futures Passport using SIMS data

Successful provision would facilitate:

- Well managed personal, social and emotional aspects including attendance and punctuality.
- Students readily take initiatives, managing their own projects and making reasoned decisions.
- Demonstrating positive and responsible attitudes, self-reliance and thrive on critical feedback.

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

Specific responsibilities include ensuring that:

- G& T students are effectively identified.
 - The G& T Register is accurate and updated at least termly.
 - The provision for students with G&T is well planned and effective.
 - Accelerated Learning Plans support and monitor student engagement.
 - The impact of provision is monitored and evaluated.
 - Parents and students are kept fully informed of progress and planned provision.
 - The records of students with G&T are accurate, updated and in line with department guidelines.
 - The performance of the Teaching Staff is monitored
 - There is advice and access to training available to staff.
 - The Inclusion Department Improvement Plan reflect accurately the strengths and areas for development of students with G& T.
- * The coordinators for gifted and talented students will offer support, advice and guidance to all staff on best practice for the provision of G & T.
- All faculties must ensure an appropriate provision for the gifted and talented 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.

Within the classroom:

- Student centered learning, valuing and utilizing students' own interests and learning styles
- Provide work that enriches rather than 'more of the same'
- Using of a variety of resources, ideas, strategies and tasks.
- Encouraging metacognition, or 'thinking about thinking'.
- A secure learning environment where risk taking is valued.
- Celebrate creative and original thinking.

- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.
- Appropriate personalized provision through continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations.

This policy has been discussed and agreed by the IPHS School staff and leadership team for implementation