



مدرسة جيمس متروبول  
**GEMS Metropole School**  
MOTOR CITY

## Gifted Talented and High Ability Policy



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Signed:  
**CEO/ Principal**

Date: June 2019

Policy review date: June 2020

GEMS Metropole School – Motor City

Dubai, United Arab Emirates

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[www.gemsmetropoleschool-dubai.com](http://www.gemsmetropoleschool-dubai.com)

**Our Vision**

An inspiring and inclusive community hub, leading global citizens



## Purpose

At GEMS Metropole 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'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. Our Academy ethos is to value the individuality, gifts and talents of all our students.

## Policy Aims

GEMS Metropole 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 aspirations of all students through an ethos of high achievement and challenging learning opportunities.

We know that many students will have additional educational needs at some time during their school life. At GEMS Metropole we recognise that students have gifts and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning.

## Gifted and Talented

### 3.1 DEFINITIONS as per KHDA inspection framework:

“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



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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.

### 3.2 Identification of students

Gifted and talented students at MTS 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:

Academic Gifted and Talented:

- Students with a CAT4 score of 120-129 in one or more areas with an attainment below expectation are identified as highly able.
- Students with a CAT4 score of 120-129 in one or more areas with an attainment in line or above expectation are identified as highly able and talented.

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- Students with a CAT4 score of 130 or above in one or more areas with an attainment below expectation is identified as gifted.
- Students with a CAT4 score of 130 or above in one or more areas with an attainment in line or above expectation is identified as gifted and talented.

Non-Academic Gifted and Talented:

- Students are currently being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has a separate criteria for identifying students in three separate levels.
  - Level 1: Participates within the school
  - Level 2: Represents the community
  - Level 3: Represents the country

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/Checklists/Survey
Internal assessment results (School based summative and formative assessments)
Parent nomination with supporting documentation
Previous school records, at time of admission
Standardized assessments of cognitive development and ability that can only be administrated by Educational Psychologists
External assessment results, if available
School assessment data using SIMS and CAT 4
As some Gifted and Talented students struggle to perform well in standardized tests, Learning Support Staff can aid in profiling
Awareness of EAL students (English as an Additional Language) who may not be proficient with the English language to be easily identifiable.

### 3.3 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.

<b>Through school provision</b>
Provide opportunities for problem-solving, hypothesising 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

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Identify Gifted students 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 Key Stages
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

### 3.4 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
- Gifted and Talented coordinator reports and liaison with other external agencies

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.

### 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 Year and specific subject Gifted and Talented nominated members to determine the strategic development of the policy. Specific responsibilities include ensuring that:

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- 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.
- Future Passports are developed and monitored by class teacher/ specialist teacher.
- The performance of the Teaching Staff is monitored and effective.
- There is advice and access to training available to staff.
- The SEF and 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.
- Encouragement metacognition, or 'thinking about thinking'.
- A secure learning environment where risk taking is valued.
- A challenging learning environment, allowing pupils to access the higher order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and of ideas.
- Encourage target setting that involves students in their own learning and progress.
- 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.



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This policy has been discussed and agreed by the GEMS Metropole School staff and leadership team for implementation.

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