

POLICY	GIFTED AND TALENTED POLICY
FUNCTION	FOR INFORMATION & GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	STUDENTS
IMPLEMENTATION	HEAD OF INCLUSION, G&T COORDINATOR
ISSUED FOR	STUDENTS, STAFF, AND PARENTS
DATE OF REVIEW	LAST REVIEW: AUGUST 2025 NEXT REVIEW: SEPTEMBER 2026
LEAD PROFESSIONAL	PRINCIPAL

INTRODUCTION

Policy Statement

At Deira Private School Dubai we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted, and talented pupils are acknowledged as part of our overall inclusion policy. We recognize the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. We ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognize and support the needs of those children in our school who have been identified as “more able”, “gifted” and/or “talented” according to national guidelines.

Aims

We aim to enable all our students to achieve high academic standards and therefore seek to:

- Identify G & T students using a data-based approach alongside a subject nomination system and provide appropriate provisions, both curricular and extra-curricular.
- Secure high-quality teaching appropriate to the differing needs and aspirations of G&T students and foster an enthusiasm for learning through a varied program of curricular and extra-curricular activities.

Ensure that each G&T student achieves his academic potential as well as personal growth and that all achievements, both curricular and extra-curricular, are valued and celebrated.

Key Definitions:

The school adheres to the following definition of terms:

- **'More Able'** refers to a child who has the potential to or who is working above age or grade-related expectations in academic subjects.
- **'Gifted'** refers to a child who has a broad range of achievement at a level well above average age-related expectations, typically in the more academic subjects;
- **'Talented'** refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning
- **Potentially Able, Gifted & Talented (AGT):** Identified children at Foundation level will be referred to as Potentially AGT.



Identification

To ensure a consistent and accurate identification process, a variety of methods will be employed that can give reasonable information collectively. The school will take advantage of information about students from a variety of sources:

- Teacher recommendation – general characteristics checklist to be used to support staff referral
- GL / CAT4 (Average Mean 125 and above)
- Parental information
- Peer observation
- Records of achievement
- Informal tests (Renzulli Scales)

- Differentiation by outcome
- Differentiation by task
- Differentiation by the pace
- Differentiation by resources/materials/equipment

There will be a commitment to developing extension and enrichment materials which:

- Allow individual responses
- Encourage creativity and imagination

Provision through outside agencies

Parents should inform the school if their child is engaged with any Able, Gifted and Talented program outside the school. Through discussions with the parents and coaches to support the student to support their learning and socio-emotional needs.

Out of Class Activities

The following are offered and although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.



- Extension Activities
- Curriculum Compacting
- Prodigy Club
- Curiosity Puzzle Box (Primary & Secondary)
- Projects
- Robotics
- ECA Activities
- Performing Art and sporting activities (Annual Day and Sports Day)
- Enrichment Programs
- G & T Conferences
- “WEvolve” –A Support group for the parents of the G &T Learners

Roles and Responsibilities:

School Principal

- To lead the school in the role of celebrating the achievement of all students, as well as those who are GT and coordinate with the identified organizations for MoUs
- Allocation of budget for the programme/ provisions
- To guide and liaise with the GT Coordinator & Head of Inclusion

Head of Inclusion

- To liaise with external providers regarding all aspects of extra-curricular & GT provision
- To organize GT-focused Teaching & Learning group meetings
- To provide whole school or departmental-specific INSET in teaching and learning issues for GT students in consultation with the AGT Coordinator
- To promote GT across the school

G&T Coordinator:

- To generate an G & T cohort register and make this available to all staff
- To coordinate with the Activity Coordinators to monitor and evaluate all extra-curricular AGT provisions
- To maintain and review a register and oversee the monitoring of and interventions for underachieving AGT students
- To arrange spending of the Able Gifted and Talented budget in line with the strategies priorities and in consultation with the Head of Inclusion
- To inform staff of any AGT issues
- To be available to discuss development plans with subject leaders
- To monitor and evaluate all aspects of the provisions for Able Gifted Talented within the school

Subject Leaders

- Establish a subject-specific AGT plan of action within the context of the subject area.
- Identify AGT students in their subject area, and update the nominations on an annual basis.
- Ensure that schemes of work make provision to stretch and challenge the AGT students.
- Monitor provision within their department for AGT students.
- To promote the use of the library /ICT for research and pleasure for all students but to have the scope to stretch and extend the most able

All Teachers

- To access the Able Gifted and Talented cohort register and to know which students in each class fall into this group, both for the overall AGT list and those specific to their subject areas
- To understand the departmental system for nominating AGT students and contribute to these nominations
- To offer teaching and learning strategies that challenge the Gifted and Talented students and are in line with the departments' plans and schemes of work

Monitoring and Review of AGT provision:

- The provision for AGT students will be reviewed on a termly basis by subject leaders & AGT coordinator.
- The AGT Teaching and Learning group will review the progress of key pupils as an agenda item at each meeting.
- The Head of Inclusion and AGT Coordinator will meet once a term to review the list and any underachievement.
- Our commitment to supporting the gifted, more able, and talented students is reflected in our School Development Plan
- This policy and the success of the school's provision for gifted and talented students will be reviewed annually by the Head of Inclusion/AGT Coordinator/Principal

AGT Provision Team

