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GIFTED AND TALENTED POLICY

Prepared on	June 2024
Reviewed	April 2026
Reviewed by	Principal, Vice Principal, SLT and Inclusion Head and Assessment Coordinator
Next Review	April 2027

GIIS aims to recognize the unique aspect of each child that makes them an important part of the learning community. The school aims to provide opportunities for students to fulfill their potential in all areas ; academic, creative , sports and social. GIIS celebrates the diversity within the school and equips its students with the skills and attributes required to become active citizens in the school's international community and the wider world.

Definitions:

Global Indian International School Abu Dhabi adheres to the UAE Schools Inspection Framework (2018-2019) definitions to take account of the 'Differentiated Model of Giftedness and Talent' and align with

The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.' These domains will include intellectual, creative, social & physical abilities.

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.

Aim :

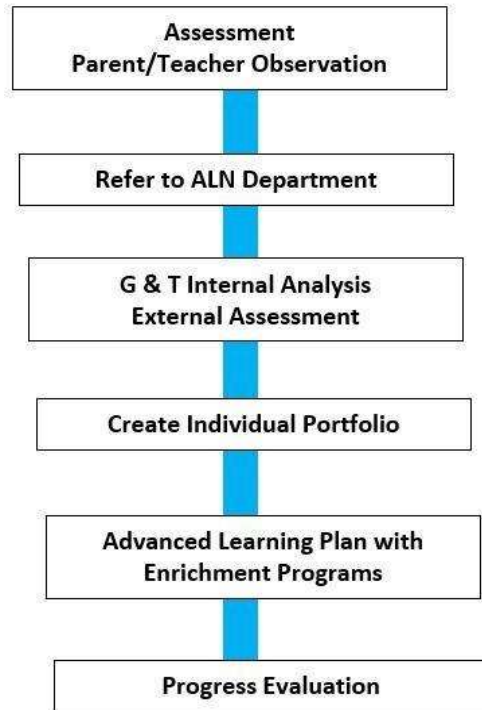
The aim of this policy is to develop a framework that promotes clarity, consistency and good practice for identification and support in the education of gifted and talented students. GIIS AD aims to develop students in a holistic manner through recognition of giftedness and talents in various areas. To carry out this, GIIS will:

Develop a framework to identify and monitor gifted and talented students.

Promote a whole school approach in supporting gifted and talented in providing learning opportunities to challenge their thinking and ensure they make appropriate progress overtime.

- Create a child-friendly learning environment wherein students can nurture their self-confidence and self-respect.
- Develop students in all facets of giftedness and talents.
- To empower students, staff and parents through specialist support as appropriate.

Flowchart of procedures for G&T/More Abled



Identification

We use a comprehensive range of strategies to identify Gifted and Talented pupils throughout the school.

- ◆ An informal assessment (qualitative assessment) of reading skills will be conducted periodically for KG 1 to Grade 2, by the concerned teachers to identify gifted readers.
- ◆ Teacher checklists/observation and assessment of pupils' work through the portfolios
- ◆ Parent, Self, Peer and Teacher referrals – All stakeholders will be asked to flag particular talents of their ward during the parent- teacher consultations

PROVISIONS FOR G & T:

- Support holistic development of students.
 - Project based extensions are planned for advanced learners.
 - SMART goals are set by the teachers for highly able students.
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- Design tasks which involve higher order thinking skills.
 - Access to appropriate resources for enriched learning.
 - Extension and Enrichment activities to broaden a student's knowledge and skills.
 - Opportunities for Independent learning.
 - Opportunity to work with like-minded peers.
 - Opportunity for peer tutoring
 - Providing robust and constructive feedback for students.
 - School based clubs – Literary club, Science club, Art club etc.
 - LLS (Leadership Lectures Series) for innovative topics such as music, Entrepreneur skills, STEAM, Career guidance.
 - Educational visits that further enrich and develop learning.
 - Student Councils.
 - Wide range of extra-curricular activities to support Talented students.
 - Recognition and celebration of achievements in external activities e.g. football, Cricket, swimming, Art and music
 - Parent partnership to support a joint learning approach

ADVANCED LEARNING PLAN

An Advanced Learning Plan (ALP) for the gifted learners will be developed in conjunction with parents, class/subject teachers, student counselor and the Inclusion Head. It will give a clear annual road map for the enhancement of learning. An ALP will determine how the additional needs of gifted students, capable of high performance in one or more areas, will be met.

MANAGEMENT STRATEGIES AND SUPPORT FOR G&T STUDENTS

Currently the Additional Learning Needs Team, School Counsellor and the Social Worker are coordinating the provision and practice under the leadership of Principal, Vice Principal and SLT within the school for gifted and talented children.

The coordinator's role includes:

- Keeping a record of gifted and talented students.
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers.

- Regularly reviewing the teaching arrangements for these children; by monitoring their progress through termly discussions with teachers and data analysis
- Supporting staff in the identification of G & T students and on teaching and learning strategies.
- Co-coordinating support for G&T students outside of lessons – monitoring CCA activities, external school competitions and student peer support groups.

MONITORING AND REVIEW

This policy will be monitored and reviewed annually by the Principal and the ALN Team.



Dilip Kumar
Principal
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