

Gifted and Talented Policy

Our Vision

Empowering students with values and skills to excel in a dynamic world.

Our Mission

To deliver high-quality, forward-thinking education that equips every student with the knowledge, skills, attitudes and global competencies to excel.

To create a nurturing, inclusive environment where all learners are enabled to contribute meaningfully to their communities and beyond.

To inspire a passion for discovery, nurture innovative mindsets.

To develop individuals to embrace every learning experience, build emotional and mental fortitude and a growth mindset to navigate challenges confidently.

Contents

1. Aims and Objectives
2. Definitions
3. Identification, Provision and Monitoring
4. Roles and Responsibilities

1. Aims and Objectives

At Sabari Indian School, we strive to include every child as an important member of the learning community. We aim to provide opportunities to fulfil their full potential in academic, social, sporting, and creative areas, celebrating a diverse range of abilities within our school.

The Gifted and Talented Policy outlines the identification strategies and schoolwide provision for students who require additional support to perform to their full potential. At Sabari Indian School, we aim to achieve the following objectives in relation to students deemed Gifted and Talented:

- To continue to develop high aspirations of all students
- To assist in the development of our students skills and attributes

- To provide effective provision for students who have both realised and potential gifts and talents

2. To embed high expectations of achievement in all students

3. Definitions

The United Arab Emirates School Inspection Framework outlines the following definitions:

- 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 underachieve.
- 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.

The framework also states that “All gifted students have the potential to be highly able but not all highly-able students are truly gifted.”

To identify between able and gifted children, we must consider the following:

- an able student knows the answer; the gifted learner asks the questions
- 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.

4. Identification, Provision and Monitoring

4.1 Identification

Various resources are utilised to identify Gifted and Talented students, including the following:

- CAT4 scores
- Reports from previous schools
- Parent information and information provided at all points of transition
- School identification checklist
- External assessments
- Subject specific criteria for identifying the most able
- Teacher judgement, staff recommendations and observations
- Reading tests

An official register of Gifted and Talented students will be maintained by the Head of Inclusion. The following points should be noted:

- Students can be added to or withdrawn from the register following appropriate evidence.
- Teachers will be provided with documents to assist in the identification of students that may be considered gifted and talented.
- Students on the register will be monitored by ongoing teacher assessment.
- The Head of Inclusion will be responsible for reviewing the progress of all children on the Gifted and Talented Register, and following up on any children who may be underachieving.

4.2 Provision

Sabari Indian School endeavors to provide a broad and varied curriculum for all students, allowing them to discover abilities that may not otherwise be noticed. Provision for Gifted and Talented students is provided by the class teacher, supported by the Inclusion Support Team, through effective quality teaching and differentiation within the classroom.

If necessary, withdrawal classes will be provided by the Inclusion Support Team. It is Sabari's aim to ensure that Gifted and Talented students' needs are catered for

30B Street, Al Wuheida Area, Near Century Mall, Dubai, PO Box: 88965, United Arab Emirates

within their similar-aged peer groups through challenging, age-appropriate work and the development of higher order critical thinking skills.

4.3 Working with outside agencies

Sabari Indian School will, when necessary and appropriate, seek support from and work closely with outside agencies to ensure the best outcomes for our Gifted and Talented students. Consent will be sought from parents prior to commencing, and any cost associated with outside agencies will be covered entirely by parents.

4.4 Monitoring progress of Gifted and Talented students

The Head of Inclusion and Inclusion Support Team, along with the individual class teachers, will be responsible for monitoring the progress of Gifted and Talented students.

5. Roles and Responsibilities

The Head of Inclusion

The Head of Inclusion will:

- Be responsible for supporting and overseeing identification and provision for Gifted and Talented children schoolwide.
- Liaise with the Inclusion Support Team and all members of the teaching staff to ensure correct implementation of procedure and policy.

Class teachers

Teachers will:

- Be responsible for the everyday provision of quality teaching and differentiation to ensure the potential of their Gifted and Talented students is reached.

- Liaise with the Inclusion Support Team to ensure the curriculum is being modified appropriately.
- Participate effectively in the identification and referral of children who have potential gifts and talents.

Parents

- SIS will actively seek the participation of parents in their children's education. The school will endeavour to consider parents as partners in their children's learning and to keep them informed about their child's progress.
- The Head of Inclusion is always available to meet with parents to discuss their child's progress.

Reviewed by:



Clara Martin
Principal



Huraira Zaheen
Head of Inclusion

Sabari Indian School, Dubai