



POLICY	ABLE, GIFTED & TALENTED POLICY
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	JUNE 2025
DATE OF NEXT REVIEW	JUNE 2027
LEAD PROFESSIONAL	PRINCIPAL
PERSONS RESPONSIBLE FOR REVIEWING	INCLUSION LEAD INCLUSION COORDINATOR AGT COORDINATOR

ABLE, GIFTED & TALENTED POLICY**POLICY STATEMENT**

At Springdales 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 providing opportunities to nurture them.

AIM

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

- Identify AGT students using a data-based approach alongside a subject nomination system and provide appropriate curricular and extra-curricular provisions.
- Secure high-quality teaching appropriate to AGT students' differing needs and aspirations and foster an enthusiasm for learning through a varied program of curricular and extra-curricular activities.
- Ensure that each AGT student achieves his academic potential and that all achievements, both curricular and extra-curricular, are valued and celebrated.

KEY DEFINITIONS

- **'More Able'** refers to a child who has the potential to or is **working above age or grade-related expectations** in academic subjects.
- **'Gifted'** refers to a child with **an exceptional potential** at a level well above average age-related expectations, typically in one or more academic or intellectual domains.
- 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.

These domains will include:

- Intellectual.
- subject specific aptitude.
- social maturity and leadership.
- mechanical/ technical/ technological ingenuity.
- visual and performing arts.
- psychomotor ability.

The term **"twice exceptional" or "2e"** refers to intellectually gifted children who have one or more learning disabilities such as dyslexia, ADHD, or autism spectrum disorder.

GIFTED PROGRAMMING STANDARDS



Springdales School Dubai adopted the Gifted Programming Standards by **National Association of Gifted Children (NAGC)** as a guidebook for implementation of Gifted & Talented provision in our school. These standards are grounded in theory, research, and practice paradigms, they provide an important base for efforts on behalf of gifted learners at all stages of development.

IDENTIFICATION

Springdales School employs various methods to ensure a consistent and accurate identification process that collectively gives valuable information. The school will take advantage of information about students from a variety of sources:

- **Records of achievement (Internal and External)**

- i. CAT4 test Score ≥ 130
- ii. ASSET score
- iii. Internal Assessment
- iv. NGRT scores (2 age levels above)

(The above scores are triangulated and sent it across to the teachers for their feedback.)

- Teacher referral – general characteristics checklist to be used to support staff referral
- Parental Referral
- Peer observation
- Formal tests (Renzulli Scales)
- Extra-curricular activities
- Team/group activities

CURRICULUM

The central aim of Springdales School is to provide all our students with positive educational experiences and opportunities that will enable them to discover and fulfill their potential. All programs of work will have opportunities for enrichment and extension activities.

Differentiation will be built into our curriculum planning through:

- 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
- Satisfy developmental stage rather than chronological age
- Stress process rather than content



Differentiated tasks will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills
- Where appropriate, some students may be accelerated through a learning program
- Development of a resource base of extension and enrichment activities.

SCHOOL PROVISION

In this policy, the words 'enrichment' and 'extension' have the following meanings:

Enrichment – an experience designed to supplement and enrich the regular curriculum.

Extension – moving the pupil to higher order skills, e.g., moving from knowledge to comprehension to application. In the classroom, We aim to meet the needs of very able, gifted and talented pupils in the classroom by:

- Establishing a culture in which all pupils are encouraged to be as successful as they can and in which all pupils are valued for what they have achieved;
- Planning carefully to ensure that the teachers' high expectations lead to high levels of challenge for all pupils;
- Learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment, and extension;
- Learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills;
- Asking questions and setting tasks to develop pupils' abilities to think creatively and solve problems;
- Employing a range of questioning skills;
- Providing differentiated work;
- Providing constructive commentary on the pupils' work and offer advice on improvement steps;
- Involving pupils in their target setting;
- Providing extension tasks where appropriate or setting activities that broaden the pupils' understanding;
- Providing a range of teaching styles and encouraging a range of styles of response;
- Encouraging independent learning, experimentation, and seeing failures as stepping stones to success;
- Working with various other children, including similar ability and mixed ability groupings out of the classroom. (Genius Hour);
- In addition to the school-based activities, we value out-of-class activities. We will encourage all pupils to extend their skills and abilities by joining in school and community activities;
- We will endeavor to provide enrichment activities, including art, musical, and sporting activities, and where necessary, work with colleagues and schools who can support this aim.



ROLES AND RESPONSIBILITIES:

School Principal

- To lead the school in celebrating the achievement of all students and those who are AGT.
- To liaise with the AGT Coordinator & Inclusion Lead on all policy matters.

AGT Coordinator

- To generate a Gifted and Talented cohort register and make this available to all staff.
- To review the register, maintain a shadow register and oversee the monitoring of and interventions for underachieving AGT students.
- 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 Gifted and Talented provision within the school.

Inclusion Lead

- To liaise with external providers regarding all extra-curricular & AGT provision aspects.
- To monitor and evaluate all extra-curricular AGT provisions.
- To organize and chair AGT-focused Teaching & Learning group meetings.
- To provide whole school or departmental-specific INSET in teaching and learning issues for AGT students in consultation with the AGT Coordinator.
- To promote AGT across the school, including amongst students.

Subject Leaders

- To establish a subject-specific Gifted and Talented plan of action within the subject area context.
- To identify gifted and talented students in their subject area, and update the nominations annually.
- To ensure that schemes of work make provisions to stretch and challenge the AGT students.
- To monitor provision within their department for AGT students.

Guidance and Career Counsellor

- To develop critical psychosocial skills and social-emotional growth in AGT students.
- To create future career-oriented goals and identify talent development pathways to reach their goals.

Librarian



- To promote the use of the library for research and pleasure for all students but to have the scope to stretch and extend the ablest.

All Teachers

- To access the 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 align with the departments' plans and schemes of work.

Monitoring and Review of AGT provision

- The provision for AGT students will be reviewed on a half-termly basis by subject leaders & AGT coordinator.
- The AGT Teaching and Learning group will review the progress of students termly.
- The AGT Coordinator and Inclusion Lead will meet once a term to review the list and any underachievement.

Mr. David Jones
Principal
Springdales School

Mr. Zubair Ahmad
Managing Director
Springdales School