



مدرسية جيمس متروبول الواحة  
**GEMS Metropole School**  
AL WAHA

# POLICY

## Gifted and Talented

Approved by:	Mr. Jeremy Hallum
Last reviewed on:	July 8, 2025
Next review due by:	July 8, 2026

## MISSION

Lead, nurture and succeed.

## VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**

This policy is applied at MTW alongside our school's vision, mission and values.

## Introduction

At GEMS Metropole Al Waha 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 Al Waha'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. At GEMS Metropole Al Waha we value the individuality, gifts and talents of all our students.

## Aims

GEMS Metropole Al Waha aims to:

- Identify students who demonstrate high potential, emerging strengths or exceptional aptitude in one or more areas, rather than applying a fixed label of "gifted".
- Ensure that students identified through this process are monitored, supported and challenged so that they are able to fulfil their potential.
- Promote high expectations for all students through stretch, challenge and enrichment, both within and beyond the classroom.
- Encourage participation in wider curriculum opportunities, competitions and enrichment experiences to develop confidence, aspiration and performance.

## Gifted and Talented

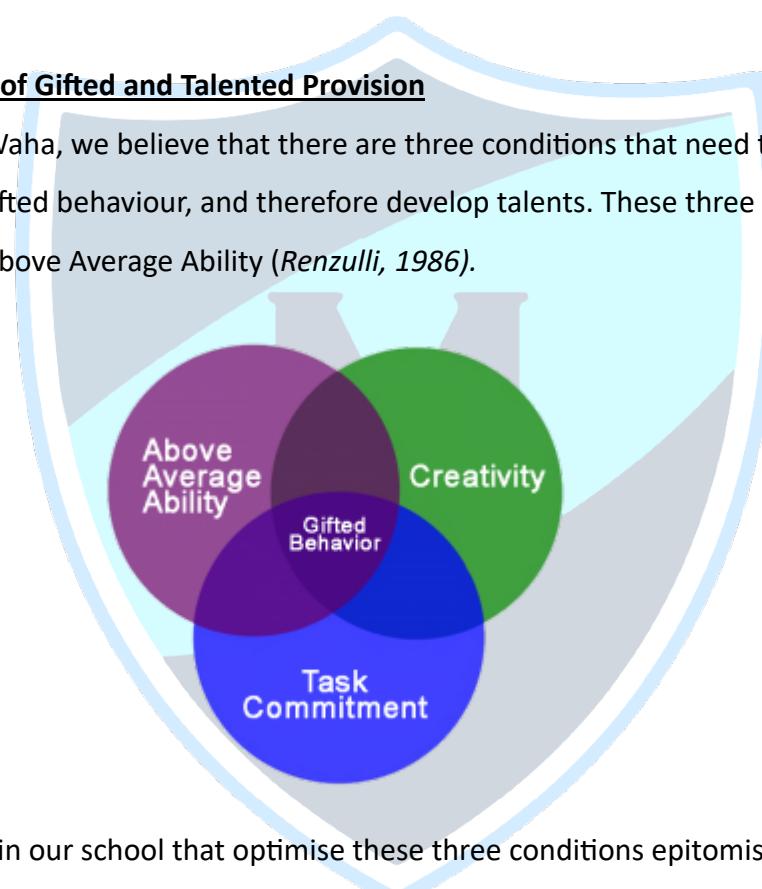
Definitions as per KHDA inspection framework 2015-2016 p:119:

"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 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.

### **Fundamental Principles of Gifted and Talented Provision**

At GEMS Metropole Al Waha, we believe that there are three conditions that need to be met in order for pupils to demonstrate gifted behaviour, and therefore develop talents. These three conditions are Creativity, Task Commitment and Above Average Ability (Renzulli, 1986).



Creating conditions within our school that optimise these three conditions epitomises our approach to Gifted and Talented provision. If gifted pupils are given, the opportunity to demonstrate creativity, task commitment and we recognise their above average ability, talents will develop rapidly and accelerated progress in their area(s) of strength will occur. As a result, we will see the best possible outcomes for our Gifted and Talented students.

## Identification of students

Gifted and talented students at GEMS Metropole Al Waha 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 including coding and programming

### **Academic Gifted and Talented – CAT4**

The Cognitive Abilities Test (CAT4) is used as an indicator of underlying potential rather than as a definitive label of giftedness.

Students with high scores across one or more CAT4 batteries may be identified as having strong academic potential. CAT4 data is triangulated with curriculum-based assessments, teacher professional judgement, and evidence of learning behaviours and engagement.

This approach ensures that identification focuses on what students may be capable of achieving rather than solely on current performance.

Students are identified in the following ways:

#### Academic Gifted and Talented:

- Highly Able: Students with 2 or more batteries of the CAT4 assessment at or above 119.
- Gifted: Students with any single battery of 127 or above in the CAT4 assessment.
- Curriculum-based Assessment: GL Progress Tests – Maths, English and Science
- Professional Judgement: All assessment-based identification will be moderated using the professional judgement of the teaching staff who work with pupils and know them well.

### Non-Academic Gifted and Talented:

At GEMS Metropole Al Waha, talent in sport and the performing arts is identified and developed through structured pathways and ongoing observation. The purpose of this approach is to recognise emerging talent, provide targeted opportunities for development and ensure that students are supported to reach their full potential.

The school operates the Mavericks Elite Pathway, which supports students who demonstrate a high level of performance, commitment and potential in specific sporting disciplines. Entry to the Mavericks pathway is based on a combination of performance, coach and teacher observation, attitude, and engagement, rather than a single assessment point.

In addition to the Mavericks Elite Pathway, the school maintains a Talent Spotting List for students demonstrating talent or strong potential in sport and the performing arts. This list is inclusive and dynamic and is used to monitor, encourage and provide opportunities for students across all year groups.

Students identified through the Talent Spotting List are encouraged to take part in a range of enrichment and extension opportunities, including performances, competitions, squads, fixtures, workshops and cluster events. Movement on and off the list is expected and reflects students' development, interests and performance over time.

Both the Mavericks Elite Pathway and the Talent Spotting List are reviewed regularly to ensure that opportunities remain appropriate, aspirational and accessible. This approach ensures that talent identification at GEMS Metropole Al Waha focuses on development and opportunity rather than fixed labelling, and supports students to excel within and beyond the curriculum.

### Provision for Gifted students

At GEMS Metropole Al Waha, provision for students identified as gifted is structured, personalised and responsive. All students identified as gifted have an Individual Challenge Plan in place, which is used to ensure appropriate stretch, challenge and monitoring across the academic year.

The purpose of the Individual Challenge Plan is to move students beyond age-related expectations, support sustained progress and ensure that high potential is translated into meaningful outcomes.

### **Individual Challenge Plans**

Each student identified as gifted has an Individual Challenge Plan which is reviewed and updated regularly. These plans are used as a working document and are shared with relevant staff, students and parents.

Individual Challenge Plans include:

- Relevant assessment data, including CAT4, GL Progress Tests and curriculum attainment
- Identification of areas of strength and areas for development
- Student voice and parent voice

- A clear key priority for the academic year
- Targeted strategies to extend learning and promote higher-level thinking
- Consideration of wellbeing and engagement, including information from PASS and Upstrive where appropriate
- Subject-specific challenge targets with clear review points

This ensures that provision is both academically challenging and responsive to individual learning and wellbeing needs.

## Classroom Provision

Teachers use Individual Challenge Plans to inform planning and classroom practice. Provision for gifted students focuses on depth, complexity and application of learning rather than acceleration alone.

Classroom strategies include:

- Early access to challenge
- Open-ended and high-level tasks
- Opportunities for independent enquiry and problem-solving
- Extended questioning that promotes higher-order thinking
- Opportunities for creativity, innovation and leadership within learning
- Regular opportunities for reflection and self-assessment

Teachers maintain an adaptive approach, ensuring that challenge remains appropriate and responsive to students' progress and engagement.

## Enrichment Opportunities

At GEMS Metropole Al Waha, enrichment opportunities are used to support and extend students who demonstrate high potential or emerging strengths. Enrichment is viewed as a supportive element of provision and is used where appropriate to complement classroom challenge and Individual Challenge Plans.

Opportunities are offered in a way that is flexible and responsive to students' interests, strengths and availability, and are reviewed over time to ensure they remain appropriate and manageable.

### Academic Enrichment

Where appropriate, students demonstrating academic potential may be encouraged to take part in academic enrichment opportunities that support deeper thinking and problem-solving. Examples of such opportunities may include:

- UKMT challenges
- Chevron Cup

- Enrichment League activities
- Subject-specific extension tasks or challenges

Participation in academic enrichment is monitored and may inform future challenge and provision, where relevant.

### Sporting Enrichment

Students demonstrating talent or potential in sport may be supported through enrichment opportunities that extend learning beyond the classroom. These opportunities may include:

- Participation in school squads or fixtures
- Involvement in inter-school or cluster competitions
- Leadership opportunities within sport where appropriate

Access to these opportunities is based on suitability, readiness and availability and may vary over time.

### Performing Arts Enrichment

Students demonstrating interest or emerging talent in the performing arts may be encouraged to engage in enrichment opportunities designed to develop confidence and performance skills. These opportunities may include:

- Participation in school productions or performances
- Involvement in performing arts clubs or ensembles
- Opportunities to take part in performances or events when appropriate

Engagement is monitored and reviewed as part of the school's wider approach to talent development.

### Monitoring and Review of Enrichment

Engagement in enrichment opportunities is considered as part of the ongoing review of provision for students identified as gifted or demonstrating high potential. Where relevant, participation may be referenced within Individual Challenge Plans and used to inform future support and challenge.

This approach ensures that enrichment remains purposeful, realistic and aligned with students' development, without creating fixed expectations or entitlement.

### Outcomes

Through carefully considered identification and provision, we expect our Gifted and Talented students to achieve excellent outcomes, particularly in relation to their individual strengths. We measure the effectiveness of our provision through impact, and monitoring outcomes enables us to accurately assess the impact of everything we have in place.

At GEMS Metropole School Al Waha, we monitor the following in relation to Gifted and Talented students:

- Assessment data relating to abilities (CAT4)
- Assessment data relating to performance against the curriculum
- Attainment
- Progress
- Teacher judgements
- Student's self-assessment
- The views of the parents/carers
- Wellbeing indicators
- Performance in extra-curricular activities
- Leavers' destinations (e.g. university offers)

We measure these outcomes by:

- Undertaking work scrutiny
- Visiting lessons
- Analysing assessment data
- Collecting teacher judgements
- Speaking with students and families
- Monitoring leavers' destinations
- Collecting examples of wider achievements (outside school)
- Monitoring wellbeing indicators (assessment, engagement, behaviour)

## Responsibilities

### Principal and Senior Leadership Team

The Principal and Senior Leadership Team are responsible for ensuring that effective Gifted and Talented provision is in place across the school. This includes ensuring alignment with the school's vision, values and School Development Plan, maintaining high expectations for all students, and ensuring that systems for identification, provision and monitoring are consistent and equitable. The impact of provision is reviewed through ongoing quality assurance and self-evaluation processes.

### Head of Inclusion

The Head of Inclusion leads and coordinates Gifted and Talented provision across the school.

Responsibilities include:

- Leading identification using CAT4 data, curriculum assessments and professional judgement
- Maintaining and reviewing the Gifted and Talented Register on a termly basis
- Ensuring Individual Challenge Plans are in place and reviewed regularly
- Supporting staff to provide appropriate challenge and depth of learning
- Monitoring the impact of provision through data analysis, learning walks and work scrutiny
- Working with Heads of Key Stage and Heads of Department to ensure consistency of practice
- Communicating with parents and students regarding provision and progress
- Ensuring Gifted and Talented provision is accurately reflected within the SEF and Inclusion Improvement Plan
- Providing guidance and training to staff where required

### Heads of Key Stage and Heads of Department

Heads of Key Stage and Heads of Department support the delivery of Gifted and Talented provision within their areas of responsibility.

This includes:

- Monitoring the progress and engagement of identified students
- Supporting teachers to plan for appropriate challenge and extension
- Ensuring Individual Challenge Plans inform teaching and learning
- Encouraging suitable enrichment opportunities
- Liaising with the Head of Inclusion to review provision and address emerging needs

### Class Teachers and Subject Teachers

Teachers are responsible for the day-to-day provision for Gifted and Talented students through high-quality classroom practice.

Responsibilities include:

- Using Individual Challenge Plans to inform planning and assessment
- Providing early access to challenge within lessons
- Planning tasks that promote depth, complexity and application of learning
- Using questioning and feedback to extend thinking
- Monitoring progress and engagement on an ongoing basis
- Contributing to reviews and communication with parents where appropriate

### Students

Students identified as gifted or demonstrating high potential are expected to:

- Engage positively with challenge and enrichment opportunities
- Reflect on their strengths and areas for development
- Contribute to student voice within Individual Challenge Plans

## Parents and Carers

Parents and carers are encouraged to:

- Engage in discussions regarding their child's strengths and progress
- Support engagement with challenge and enrichment opportunities
- Share relevant information that may support provision

### **Monitoring and review**

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

