

Al Ittihad National Private School

Khalifa



Gifted & Talented Policy

AY 2025-2026

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I. Statement of Intent

The Ittihad National Private School (INPS-AD) is committed to ensuring that the school is an inclusive barrier-free learning community. We intend to meet the academic and the social emotional needs of all students who are admitted to INPS- AD, including those identified as gifted or talented and those with additional learning needs.

II. Guiding Statements

2.1 Vision Statement

A Generation of Heritage Guardians and Global Thinkers.

2.2 Mission Statement

We at “INPS-AD” are committed to the intellectual and personal development of our students by providing programs that inspire and empower them to become active national and global citizens.

2.3 Strategies that Support the Vision and Mission

- Active National and Global Citizen We will challenge our students to become active and responsible citizens inspired by their understanding of current issues and concerned with the well-being of others both locally and globally.
- Intellectual Development We will enhance the academic and intellectual development of our students through challenging curricula and teaching strategies that foster learning and thinking skills.
- Personal Development We will nurture the social, emotional, and physical development of our students through curricular and extracurricular

activities.

- Community Engagement We will develop strong partnerships with the local and global community to provide rich opportunities for students' intellectual and personal development.
- Supporting Infrastructure, we will provide safe and systematic infrastructure, enriched by meaningful technology integration to support student learning, facilitate staff development, and encourage community involvement.

2.4 Educational Objectives

To enable students to become

- skilled, creative, flexible life-long learner and effective worker
- cohesive, productive and tolerant member of society
- active participant in the global, multicultural, technology advanced world

2.5 Our Values

Respect Empathy Integrity Tolerance Care Resilience Belonging
 & Loyalty

III. Gifted and Talented

3.1 Philosophy and Objectives

The INPS-AD recognizes that gifted and talented students have unique educational needs. The school is committed to ensuring that the needs of gifted and talented students are catered for in order for them to reach their full potential.

3.2 We aim to:

- Foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- Ensure that there is a consistent, whole-school approach to the identification, support, and teaching of Gifted and Talented students
- Identify children achieving at a level beyond their peers, and make appropriate provision that stretches them in areas of strength and develops them in areas of relative weakness
- Provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it.
- Empower teachers to make appropriate provisions for all their students through appropriate support, information, and advice.
- Encourage staff development and share good practice
- Develop a partnership with parents and involve them in the formulation and review of their child's Advanced Learning Plan
- Seek the views of the child and take them into account, where appropriate

3.3 Gifted and Talented Definition

“These are students whose outstanding abilities make them capable of high performance. Their needs require specific consideration within mainstream educational programs. Their current attainment /achievement or perceived potential places them significantly in advance of the majority of their peers in one or more of the following areas:

- 3.3.1 Intellectual ability
- 3.3.2 Subject-specific aptitude (e.g. in science or mathematics)
- 3.3.3 Social maturity and leadership
- 3.3.4 Mechanical/technical/technological ingenuity
- 3.3.5 Visual and performing arts (e.g. art, theatre, recitation)
- 3.3.6 Psychomotor ability (e.g. dance or sport)

3.4 Process of Identification

Multiple criteria are used to identify Gifted and Talented Students. Information can be gathered from both qualitative and quantitative sources. The process of identification is ongoing and may be initiated by any staff member. Concerted efforts will be made to search out and address the needs of underachievers with latent high ability as well as learners with dual exceptionality. A range of evidence will be collected by teachers or any other staff members and this will include some of the following:

- Teacher's nomination
- Teacher's or any member of staff observation
- Anecdotal evidence
- Teacher's checklists
- Formative and summative assessments
- Standardized assessment tests (e.g. Map tests)
- CAT4
- Creativity tests
- Information provided by external agencies

- Reports from previous schools
- Any other relevant information

All of the above will be cross referenced to determine a cohort of 5 to 10% of the whole school population. If agreed that the criteria are met, the child's name is entered in the G&T register and parents will be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

3.5 Provision

Provision within the curriculum

All teachers will have high expectations of their students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning. We aim to provide gifted and talented students with more access to independent extension activities.

3.6 Out of class activities

Extra-curricular activities are offered on a regular basis 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 skill.

- Extra-curricular activities and clubs
- Opportunities for artistic, dramatic and sporting development
- Visits and field trips
- Competitions

3.7 Provision through outside agencies

Parents should inform the school if their child is engaged with any gifted and talented program outside the school. The Head of Inclusion will provide the parents with information about external agencies that could assist their child to develop his area of strength.

3.8 Monitoring and evaluation

The performance of identified students is consistently monitored with a variety of strategies including:

- In-class assessment results
- Collegial discussions about the progress of individual students and the effectiveness of teacher programs
- Anecdotal records and observations
- Interviews with parents and students
- Standardized tests
- Work samples
- School counselor recommendations

3.9 Advanced Learning Plan

“An Advanced Learning Plan (ALP) will determine how the special needs of gifted and talented students, capable of high performance in one or more areas, will be met”.

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3.10 Roles and Responsibilities

The Principal

- The principal ensures inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- Develop and review the inclusive provision as part of the school Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- The principal decides the school's general policy and approach to meet the needs of Gifted and Talented students.
- The principal monitors the effectiveness of the school's Gifted and Talented policy and provision.
- Through the performance management process, the principal will ensure that objectives for Senior Leadership Team and the school development plan include Gifted and talented.

The Head of Inclusion

- The Head of Inclusion oversees the day-to-day operation of the school's Gifted and Talented policy and procedures.
- Assists staff with differentiated planning
- Collects examples of exceptional work
- Monitors the provision of Gifted and Talented students
- Liaises with external agencies and experts
- Plan, implement, and regularly review the students' Advanced Learning Plan

- Monitor closely the progress of Gifted and Talented students against identified targets.

Teaching Staff

- Meet all students' needs within the classroom through differentiated instruction
- Identify students who are more able in their class
- Take into consideration the Advanced Learning Plan of Gifted and Talented students when planning lessons
- Devise strategies and use appropriate resources to challenge the more able
- Monitor the performance of the more able

Parents

- Parents are key partners in the education of their child. Parents are encouraged to exercise their parental responsibilities with respect to their child's needs. The school actively seeks to work with parents and values the contribution they make.

Staff Development

- The school is committed to developing the expertise of all staff in meeting the needs of Gifted and Talented students.

External Agencies

- The school seeks to build strong working relationships and links with external support services in order to fully support Gifted and Talented students and aid school inclusion.



- The Gifted and Talented policy is monitored by the Senior Leadership in INPS and the Head of Inclusion and reviewed on an annual basis.



IV. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School-Khalifa. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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