



مدرسة جيمس ميلينيوم الخاصة
GEMS Millennium School
Sharjah

GIFTED AND TALENTED POLICY

Reviewed By: Senior Leadership Team

APRIL 2025

REVIEWED IN: January 2017, October 2018 & September 2019, April and September 2022, September 2023, April 2024.

1. INTRODUCTION:

GEMS Millennium School values all children equally and endeavors to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.

At any time, GEMS Millennium School will have some able, talented or gifted students, some of whom may perform at a level that exceeds the level of others in their class or that expected of children in their age group. This may be in one or more areas of learning or extracurricular activities.

We believe we can make a difference in enabling these students to achieve the greatest possible progress and recognize the value and importance of identifying and celebrating their achievements and success.

Research has shown that by making provisions for gifted, talented and able students, the achievement standards rise for all students.

Our definition of ability recognizes academic and practical performance and those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognizes that a child may possess this potential, although performance may not currently reflect this.

2. AIMS AND OBJECTIVES:

This document aims to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared definition of the terms “able”, ‘more able’, “gifted”, “talented” and “exceptionally able”
- Identification of talented or gifted students as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting students’ needs with a range of appropriate strategies
- Raising staff awareness about the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for students to identify their gifts and talents, for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners

- Working in partnership with parents/careers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities.

3. **DEFINITION**

TERMS:

In these guidelines, the term "gifted" refers to those with untrained and spontaneous expression of exceptional natural ability in one or more domain of human ability

The term "talented" refers to learners who transform their giftedness into exceptional performance through the developmental process.



The school weaves the Gifted and Talented policy around the approach of Dr. Renzulli's Three ring model, which identifies student strengths, interests, learning and expression styles and then matches each student with personalized engaging enrichment activities. The Three-Ring Concept basically states that gifted behavior was displayed when three elements overlapped: above-average ability vs task commitment (or motivation) and creativity. When these three components overlap the mixed result is higher-than-average performance and accomplishment.

Those students who demonstrate in one or more areas of abilities will place them into the highest achieving 20% of the school population and would benefit from an effective and planned differentiation programme can be classified as "able".

5% to 10% of the school population may be considered as "able" or "Gifted and Talented." A small minority, up to 5% of the school population, may be considered "exceptionally able". These children need specific plans to enable their needs to be met. Effective provision may involve writing an Individual Education Plan to identify the areas where the students need specific teaching, high expectations, increased differentiation and support.

Underachievement is a discrepancy between a student's school performance and some index of his or her actual ability e.g., a failure in terms of results and/or quality of work may be an indicator.

Underachievers can be difficult to identify, so staff are encouraged to note any evidence of ability and share their ideas to explore the student's ability collectively.

4. **IDENTIFICATION:**

There is a wide range of identification strategies available to assist schools. It is important to note that no single process is perfect or should be used in isolation. Further, the identification process needs to be ongoing.

IDENTIFICATION IS USUALLY MADE BY:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Student's work
- Checklists of characteristics – generic and subject-specific
- Parental information
- Assessment methods
- Teacher observation
- Standardized attainment tests/Benchmark tests/assessments- CAT4, ASSET, TIMSS, PIRLS, PISA, Baseline
- In-house subject tests or assessments

GRADES 3-12 – IDENTIFICATION SCALES

GIFTED & TALENTED – SCALE FOR IDENTIFICATION GRADES 3-12		
STRANDS	LEVEL	MEAN SAS SCORE
G&T	LEVEL 3	130 & ABOVE – ALL FOUR STANINE SCORE -9 IN ASSET ENG, MATH, SCIENCE A1 IN IA – ENGLISH, MATH & SCIENCE
EXCEPTIONALLY ABLE	LEVEL 2	126 & ABOVE – ANY 3 BATTERIES STANINE SCORE -8/9 IN ASSET ENG, MATH, SCIENCE A1 IN IA – ENGLISH, MATH & SCIENCE
MORE ABLE	LEVEL 1	123 & ABOVE – ANY 2 BATTERIES STANINE SCORE -8 IN ASSET ENG & SCIENCE A1 IN IA – ENGLISH, MATH & SCIENCE
SCALE FOR IDENTIFICATION – EARLY YEARS		
MORE ABLE	LEVEL 2	
ABLE	LEVEL 1	

Once identified, the class/subject teacher will work alongside the respective Supervisor and validate this nomination with assessment data and a checklist.

5. MODE OF WORKING:

The class teacher/ subject teacher will:

- Take steps to identify more able/gifted students within their class
- Assess/gather data, analyze and develop strategies to support the student
- Liaise with the respective Supervisor to ensure implementation, tracking progress and connect with external agencies if required for support.

6. PROVISION:

- Where a child is more able in one or more particular areas, they will be supported with high expectations and planning within the classroom and outside to enable them to pursue work at their level. Teachers should use various techniques and strategies to provide for the abler child.
- Planning for personalized instruction with a balance of whole class, group and individual teaching
- Restructuring class organization or student grouping (setting, acceleration, fast-tracking, compacting, early entry)
- Setting differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Extending and enriching the curriculum (Tap-A- Genius programme)
- Mentoring by inhouse subject experts for accelerated learning
- Liaising with external agencies to hone their skills and talents
- Extended opportunities to learn advanced skills

7. CONTINUITY AND PROGRESSION:

Information and provision for G&T students is provided on transfer between classes and/or schools.

8. MONITORING, ASSESSMENT AND EVALUATION:

Student achievements will be monitored and evaluated against set individual targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging students to self-assess and review their performance
- Evaluation of school achievements
- Intervention activities to prevent underachievement
- Build individual student portfolios and update consistently

Next Review Date: March 2026