Gifted & Talented Policy

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1.1 Statement:

At Hampton Heights International School, we believe every student deserves an education that empowers them to realise their full potential intellectually, physically, aesthetically, creatively, emotionally, spiritually, and socially. We are committed to providing a stimulating and suitably challenging curriculum for all students, striving for the highest levels of academic and pastoral achievement. Recognising that each student has unique needs, we place personalised learning at the core of our teaching and learning approach. For Gifted and Talented (G&T) students, this includes opportunities for a deep and comprehensive education that allows them to develop their unique skills and talents.
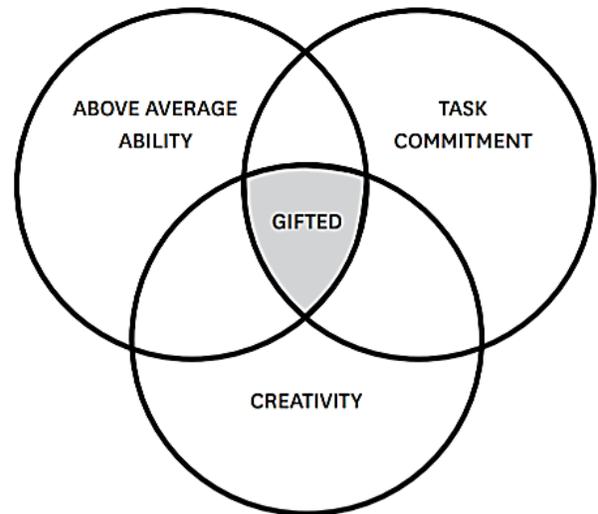
To identify G&T students, we utilise a variety of methods, including the Cognitive Abilities Test (CAT), administered by the Inclusion Department at the beginning of each academic year and as part of the admissions process for newly admitted students. This early assessment allows us to provide timely and tailored support. Once identified, we ensure the learning environment is rich with educational pathways and appropriately challenging experiences, including enrichment, extension, and acceleration activities.

Recognising the diversity within giftedness, we understand that students with varied levels of intellectual potential and ability require different types of support. Where a student shows exceptional skill in one or more areas, we provide a robust learning experience that incorporates high expectations and structured planning within the classroom. Teachers employ a range of techniques and strategies to meet the needs of gifted students, working closely with the Inclusion Department to ensure comprehensive support. When necessary, we also collaborate with external specialists to expand opportunities for students to explore subjects at their own level.

Our commitment to G&T students extends to fostering a collaborative environment among all stakeholders, including parents, mainstream class teachers, special educators, and members of the Inclusion Department. To achieve this, all school staff play a role in the successful implementation of our G&T policy through the following actions:

1. Engaging in professional learning to strengthen expertise in gifted education.
2. Developing a clear understanding of the multifaceted characteristics of gifted and talented learners, along with appropriate methods of identification and specialist support.
3. Offering a differentiated curriculum, as well as challenging extracurricular activities that promote growth and exploration.
4. Communicating regularly and effectively with parents/caregivers to align efforts.
5. Consulting with psychologists and other support staff as needed.
6. Raising awareness among educators about the range of G&T services available.
7. Continuously assessing and reporting on outcomes for gifted and talented students.

Our G&T programs are also guided by the "Three-Ring Conception of Giftedness," which asserts that giftedness occurs at the intersection of three critical factors: above-average ability, task commitment, and creativity. This model allows us to recognise and nurture talent across general performance areas (such as leadership or mathematics) and specific domains (such as film-making, electronics, speech, or sculpture), helping students channel their strengths into meaningful and impactful pursuits.

Through this holistic approach, Hampton Heights International School strives to create an environment where every gifted and talented student can thrive, grow, and contribute to their fullest potential.

Three-Ring Conception of Giftedness
Source: reproduced, with permission, from Renzulli and Reis, 1986

1.2 Purpose:

The purpose of the Gifted and Talented (G&T) policy at Hampton Heights International School is to ensure that all students with exceptional abilities and talents are identified, supported, and provided with opportunities to reach their full potential. This policy is designed to foster a challenging and enriching educational experience that meets the unique needs of gifted learners, allowing them to excel academically, socially, and personally.

The G&T policy aims to:

1. Identify G&T Students Early and Effectively: Establish reliable methods to identify students with exceptional abilities across academic, creative, and leadership domains, ensuring that students with high potential receive timely support and resources.
2. Promote Tailored Educational Pathways: Provide a personalised and differentiated curriculum that extends, enriches, and accelerates learning to match the abilities and interests of each gifted student. This includes offering opportunities for in-depth exploration and the development of specialised skills.
3. Support Whole-Child Development: Encourage the growth of intellectual, creative, emotional, and social skills, helping G&T students develop holistically. This includes fostering resilience, self-confidence, and interpersonal skills.
4. Collaborate with All Stakeholders: Promote a collaborative approach to gifted education by involving parents, mainstream teachers, special educators, inclusion staff, and external specialists in the planning and support of G&T students.
5. Provide Professional Development for Educators: Equip teachers and staff with the knowledge, skills, and resources necessary to recognise and nurture giftedness, implement differentiated instruction, and create a supportive learning environment.
6. Ensure Consistent Evaluation and Reporting: Regularly assess G&T students' progress to adjust educational provisions as needed, and report achievements and areas for growth to parents, educators, and relevant support staff.

7. Build a Foundation for Lifelong Learning and Success: Prepare gifted and talented students to become motivated, self-directed learners who are equipped with the skills and mindset necessary for future academic and personal achievements.

By implementing this policy, Hampton Heights International School is dedicated to creating an inclusive environment where gifted and talented students are recognised, celebrated, and supported in their journey to realise their potential and make meaningful contributions.

Chapter 2: Key Principles:

The key principles of the Gifted and Talented (G&T) policy at Hampton Heights International School include:

1. Equitable Identification and Access: Ensure that all students, regardless of background, have the opportunity to be identified as gifted and talented through a fair and comprehensive identification process. This includes assessing abilities in a variety of areas—academic, creative, leadership, and artistic.
2. Personalised and Differentiated Learning: Provide a curriculum that is responsive to the unique needs of gifted learners, including opportunities for enrichment, extension, and acceleration. This individualised approach seeks to engage and challenge students at their appropriate level of ability and interest.
3. Whole-Child Development: Support not only the intellectual growth of G&T students but also their social, emotional, and creative development. This holistic approach fosters resilience, self-confidence, and interpersonal skills, equipping students for lifelong success.
4. Collaboration and Partnership: Promote cooperation among parents, mainstream teachers, special educators, inclusion staff, and external specialists to create a supportive learning environment. Communication and collaboration among stakeholders are essential to ensure that G&T students receive consistent support and guidance.
5. Ongoing Professional Development: Equip teachers and staff with the training and resources needed to identify and support G&T students effectively. Professional development enhances understanding of giftedness, differentiation strategies, and the specific needs of G&T learners.
6. Regular Monitoring and Assessment: Implement consistent evaluation of G&T students' progress to ensure they are meeting their potential and to adjust provisions as needed. Assessment data helps in making informed decisions about students' learning pathways and provides feedback to parents and educators.
7. Inclusive Opportunities and Enrichment: Ensure that G&T students have access to challenging extracurricular activities, competitions, and enrichment programs that encourage exploration, creativity, and in-depth learning. These experiences provide additional avenues for talent development beyond the classroom.
8. Commitment to Excellence and High Expectations: Maintain high expectations for G&T students while providing the necessary support to help them achieve. The policy encourages students to set and reach ambitious goals, fostering a mindset geared toward personal growth and excellence.

Through these principles, Hampton Heights International School's G&T policy strives to create a nurturing and challenging environment where every gifted and talented student can

realise their full potential and make meaningful contributions to the school community and beyond.

Chapter 3: Objectives:

The objectives of the Gifted and Talented (G&T) policy at Hampton Heights International School are designed to create a supportive and enriching environment that empowers gifted learners to reach their full potential. These objectives are as follows:

1. Identify and Recognise Giftedness across Diverse Areas: Establish comprehensive and inclusive methods to identify gifted and talented students across various domains, such as academic, creative, athletic, leadership, and artistic abilities. By using multiple measures, including standardised assessments, teacher recommendations, and performance evaluations, the school ensures that all students have equal opportunities to be recognised for their unique strengths and talents.

2. Provide Tailored and Challenging Learning Opportunities: Develop and implement a differentiated curriculum that specifically addresses the unique learning needs of G&T students. This involves offering enrichment activities that expand on the standard curriculum, extension projects that encourage deeper understanding, and acceleration options for students who are ready to move ahead. The aim is to keep gifted learners engaged and intellectually stimulated while fostering a love for learning through meaningful challenges.

3. Support Holistic Development: Promote the social, emotional, and intellectual growth of G&T students by providing a nurturing environment that values resilience, self-confidence, and interpersonal skills. This objective recognises that giftedness encompasses more than academic ability; it includes emotional maturity, social skills, and personal growth. Activities such as mentorship programs, social-emotional learning sessions, and group projects are integrated to help students achieve well-rounded development.

4. Foster Collaboration among Stakeholders: Encourage active collaboration among parents, teachers, inclusion staff, and external specialists to support the educational journey of G&T students. Effective communication and joint planning between stakeholders ensure a consistent and aligned approach to meeting students' individual needs. This collaborative network creates a support system that promotes students' personal, social, and academic growth, benefiting them both inside and outside the classroom.

5. Ensure Regular Monitoring and Assessment: Implement systematic evaluation and assessment processes for G&T students to ensure their progress is continuously tracked. Regular assessments allow teachers to make timely adjustments to individual learning plans and provide valuable feedback to students and parents. Through consistent monitoring, educators can identify areas of growth, address challenges early on, and celebrate achievements, fostering motivation and sustained progress.

6. Enhance Educator Knowledge and Skills: Provide continuous professional development opportunities to equip teachers and staff with the tools and knowledge necessary to support G&T learners. Training on identification, differentiated instruction, and G&T student characteristics empowers educators to meet the unique needs of these students effectively. By fostering a knowledgeable faculty, the school ensures a supportive and well-informed environment for G&T students to thrive.

7. Offer Enrichment Beyond the Classroom: Create and promote a variety of extracurricular programs, competitions, and specialised projects that encourage exploration and the development of students' specific talents. Through activities such as science fairs, music programs, debate clubs, and leadership workshops, G&T students have the opportunity to develop and apply their skills in meaningful contexts outside the traditional classroom setting.

8. Promote Excellence and Lifelong Learning: Inspire G&T students to pursue academic and personal excellence and instill a passion for learning that goes beyond their school years. This objective aims to cultivate motivated, self-directed learners who are prepared for success in future academic pursuits, careers, and personal endeavors. Through encouragement and high expectations, students learn the value of persistence, curiosity, and personal growth, fostering a lifelong love of learning and achievement.

Chapter 4: Definitions, GATE Education:

Intellectual giftedness is a term used to describe individuals who possess intellectual abilities significantly above the average. These abilities may manifest in various domains, such as problem-solving, creativity, critical thinking, and abstract reasoning. While definitions of giftedness vary across cultures and educational systems, a common threshold involves individuals with IQ scores in the top 2% of the population, typically above 130.

4.1 The Global Perspective on Giftedness:
Globally, numerous theories have been proposed to explain the nature and development of giftedness. These theories often focus on factors such as innate ability, environmental influences, and the interaction between the two. While these theories provide valuable insights, it's crucial to acknowledge that the specific needs and characteristics of gifted students can vary widely.

4.2 The Local Context: Gifted Education in Dubai:
In Dubai, the Knowledge and Human Development Authority (KHDA) has established specific guidelines for identifying and educating gifted and talented students. The KHDA's inspection framework (2015-2016) outlines the criteria for identifying giftedness, which typically includes:
- Exceptional academic ability: Demonstrated by high achievement in subjects like mathematics, science, language arts, or other academic areas.
- Creative thinking: The ability to think innovatively, generate original ideas, and solve problems in unconventional ways.
- Critical thinking: The ability to analyse information, evaluate evidence, and form sound judgments.
- Leadership skills: The ability to influence others, inspire, and motivate.

By adhering to these guidelines, schools in Dubai can ensure that gifted students receive appropriate support and challenges to reach their full potential.
Moving Forward: Tailoring Education for Gifted Students to effectively cater to the needs of gifted students, educators must adopt a differentiated approach that:
- Recognises individual differences: Acknowledges that gifted students have diverse strengths, interests, and learning styles.

- Provides challenging curriculum: Offers intellectually stimulating activities that encourage critical thinking, problem-solving, and creativity.
- Encourages independent learning: Fosters self-directed learning and research skills.
- Promotes social and emotional development: Addresses the unique social and emotional needs of gifted students, such as perfectionism, underachievement, and isolation.
- Offers opportunities for acceleration: Provides opportunities for gifted students to progress at an accelerated pace in specific subjects or areas of interest.
- Fosters a supportive learning environment: Creates a classroom culture that values intellectual curiosity, risk-taking, and original thinking.

No.	Gifted	Talented
1	'Gifted' is defined as being exceptionally able in academic subjects, such as English, Maths, Science, History or Geography.	'Talented' is defined as being exceptionally skilled in practical subjects such as Music, PE and Drama.
2	The term giftedness refers to 'a student who is in possession of untrained and 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 his / her 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Gifted and Talented Student: "Gifted and talented pupil" means a pupil enrolled in a public elementary or secondary school who is identified as possessing demonstrated or potential abilities that give evidence of high / her performance capability.

Highly Gifted Pupil: "Highly gifted pupil" means a gifted and / or talented student who has achieved a measured intelligence quotient of 150 or more points on an assessment of intelligence administered by qualified personnel or has demonstrated extraordinary aptitude and achievement in language arts, mathematics, science, or other academic subjects as evaluated and confirmed by both the student's teacher and principal.

Program: "Program" means an appropriately differentiated curriculum provided by the school for identified students that meets the standards set for Gifted and Talented Student Program.

Participating Student: "Participating student" means a student identified as gifted and / or talented who takes part in a program for at least one semester of a school year.

Mission:
Hampton Heights International School is dedicated to identifying and nurturing the potential of gifted and talented students. Through a systematic and strategic approach, we aim to provide these students with appropriate opportunities to unleash their full potential within a flexible and stimulating learning environment.

Objectives:
5.1 G&T Education for All:
- Infusing G&T Elements into Regular Classrooms:
  - o Incorporate elements of gifted and talented education into core curriculum to promote higher-order thinking skills, creativity, and personal-social competence among all students.
  - o Use strategies like problem-based learning, inquiry-based learning, and project-based learning to engage students at a deeper level.
  - o Encourage critical thinking, creative problem-solving, and innovative thinking through classroom activities and discussions.
- Differentiated Instruction:
  - o Employ differentiated teaching strategies, such as flexible grouping, tiered assignments, and anchored activities, to cater to the diverse needs of students with outstanding abilities in various subjects.
  - o Provide opportunities for independent and self-directed learning, allowing students to work at their own pace and explore their interests.
  - o Use a variety of instructional strategies, including lectures, discussions, hands-on activities, and technology integration, to cater to different learning styles.
- Engaging Learning Experiences:
  - o Provide challenging and engaging activities to stimulate the intellectual curiosity and creativity of gifted students.
  - o Offer opportunities for students to participate in extracurricular activities, such as academic clubs, competitions, and research projects.
  - o Create a supportive and stimulating learning environment that encourages risk-taking, exploration, and intellectual curiosity.

5.2 Education for the G&T:
- Specialised Programs:
  - o Offer specialised pull-out programs for gifted students with similar abilities and interests to provide in-depth exploration of specific subjects or skills.
  - o Organise workshops, seminars, and guest lectures by experts in various fields to enrich students' learning experiences.
  - o Provide opportunities for students to participate in advanced placement courses, honors programs, and dual enrollment programs with universities.
- Holistic Development:
  - o Develop the whole child by addressing not only academic needs but also social and emotional development through affective education and leadership training.
  - o Provide counseling and mentoring services to support students' emotional well-being and social skills.

- - Encourage students to develop leadership skills through student government, community service, and other extracurricular activities.
- Peer Collaboration:
  - Foster opportunities for gifted students to collaborate with peers of similar abilities, encouraging intellectual stimulation and mutual support.
  - Organise peer tutoring and mentoring programs to help students develop their leadership and teaching skills.
  - Create opportunities for students to participate in collaborative projects and research.

Chapter 6: School Provision for Gifted and Talented Students:

Hampton Heights International School is committed to identifying gifted and talented students and providing them with a curriculum tailored to support their academic, personal, and social growth. We firmly believe that gifted and talented students have the potential to make a significant impact on their school, community, and beyond when supported appropriately. The school's provision for gifted and talented students is driven by a collaborative effort, with the school governors, Principal, and Senior Leadership Team (SLT) playing a pivotal role. This team sets high standards, inspires excellence, and ensures that all educators embrace a shared responsibility for nurturing these students. A whole-school approach, supported by clear policies and practices, underpins our commitment to meeting the needs of gifted and talented learners. The following key areas define the strategies and practices that guide our work with gifted and talented students:

1. Better Teaching:
The foundation of effective provision lies in the principles of quality teaching that benefit all students but are particularly critical for gifted and talented learners. This includes:
- Tailored Lesson Planning: Lessons are designed to accommodate the needs of gifted learners by building on their existing knowledge, avoiding unnecessary repetition, and promoting higher-order thinking skills (HOTS) rather than more of the same (MOTS).
- High Expectations and Aspirations: A classroom culture where it's celebrated to be intelligent, and all talents are equally valued.
- Problem-Solving Curriculum: Presenting learning as a dynamic process of inquiry and problem-solving rather than passive knowledge absorption.
- Diverse Teaching Approaches: Varied instructional methods ensure learning is both enjoyable and challenging, catering to different maturity levels and learning styles.
- Metacognitive Development: Encouraging students to think systematically, manage information effectively, and collaborate with peers to enhance their understanding of the learning process.
- Peer and Self-Assessment: Engaging students as active partners in their learning through self-reflection and feedback mechanisms.
- Student Voice: Actively seeking and incorporating input from students to tailor learning experiences.
- Linking Learning: Integrating out-of-class experiences with day-to-day learning to create a seamless and enriching educational journey.

2. Learning Environment:
Gifted and talented students thrive in environments that stimulate and support their potential while holding high expectations. Our learning environment ensures:

- Access to High-Quality Resources: Providing a rich array of materials and opportunities that inspire exploration and inquiry.
- Encouraging Inquiry: Fostering a culture where students feel comfortable asking challenging questions and engaging in meaningful dialogue.
- Individual Recognition: Celebrating each student's unique strengths while addressing areas for growth.
- Interactive Engagement: Promoting discussions with teachers, peers, and other adults to broaden perspectives and deepen understanding.

3. Learning Dialogue:

Helping students understand the process of learning is a critical part of their development. Teachers at Hampton Heights:
- Encourage Risk-Taking: Create an environment where mistakes are viewed as valuable learning opportunities rather than failures, helping students build resilience and adaptability.
- Model Learning Processes: Discuss not only *what* is learned but *how* learning occurs, equipping students with the language and skills to articulate their thinking.
- Engage in Reflective Conversations: Regularly discuss with students what helps them learn effectively and adapt teaching practices based on their feedback.
- Expand Learning Styles: Encourage students to explore less familiar learning styles, promoting versatility and growth.

4. Effective Planning:

Strategic planning is vital in addressing the needs of gifted and talented learners. Our approach includes:
- Ambitious Objectives: Setting clear and challenging goals that exceed age-level expectations.
- Involvement in Target Setting: Empowering students to participate in setting their own academic and personal targets.
- Differentiated Tasks: Designing tasks that cater to individual needs while promoting advanced thinking and problem-solving skills.
- Behavior Development: Creating tasks that nurture learning behaviors beneficial to all students but particularly essential for gifted and talented learners.
- Long-Term Vision: Incorporating challenging activities into long-, medium-, and short-term plans to ensure consistent and meaningful progress.

Chapter 7: Identification of Gifted and/or Talented Students:

Hampton Heights International School has implemented a comprehensive policy for identifying gifted and talented (G&T) students, enabling earlier recognition and intervention. This approach acknowledges that giftedness is not always immediately visible and can be influenced by various factors such as cultural and linguistic background, gender, socio-economic status, disabilities, learning difficulties, and engagement levels.

Recognising that some gifted learners may underachieve academically due to being out of sync socially or emotionally with their same-age peers, the policy emphasises early and ongoing identification. This proactive approach ensures that all learners, including late bloomers, are given opportunities to demonstrate their potential through regular reassessments at key intervals.

7.1 Key Methods of Identification:

The School employs a variety of qualitative and quantitative tools to identify gifted and talented students. These methods, tailored to suit different age groups and subject areas, include:

1. Diagnostic Periodical Exams: Regular assessments to evaluate potential and academic achievement.
2. Teacher/Staff Nominations: Insights from educators who interact closely with students.
3. Checklists: Systematic tools to capture traits indicative of giftedness.
4. Achievement and Curriculum-Based Testing: Evaluations of student performance against curriculum standards.
5. Work Assessments: Analysis of the quality and originality of student outputs.
6. Peer Nominations: Recognition of talent by fellow students.
7. Parental Information: Input from parents who know their children best.
8. Student Discussions: Direct conversations to gauge interests, motivations, and aspirations.
9. Community Resources: Engaging external resources for additional insights.
10. International Cognitive Assessments: Tools such as CAT4, SB5, and WISC4 to evaluate intellectual potential.
11. International Academic Assessments: Measures like MAP, SAT1, SAT2, and PISA for benchmarking academic excellence.

7.2 Supporting Identification across the Curriculum:

The school provides detailed guidance to ensure consistent and effective identification in both curricular and extracurricular areas. Methods may vary between subjects and age groups, emphasising a flexible and tailored approach.

7.3 Factors Considered in Identification:

- Observation of Behaviors and Interests: Tracking play, interactions, and early development patterns.
- Parental/Caregiver Interviews: Leveraging familial insights to complete the child's profile.
- Cognitive and Affective Traits: Assessing intellectual, social, and emotional characteristics.
- Student Interest Surveys and Self-Reports: Capturing individual aspirations and self-perceptions.
- Standardised Achievement Tests: Evaluating academic performance objectively.
- Cognitive Assessments by Specialists: Conducted by the Inclusion Department for accurate diagnosis.

7.4 Principles of Identification:

The identification of gifted and talented students is a continuous, whole-school process guided by the following principles:

- Fairness and Transparency: Ensuring equal opportunities for all students.
- Recognition of Diverse Abilities: Acknowledging strengths across various domains, from academics to arts and leadership.
- Inclusivity: Avoiding biases and ensuring no group is disadvantaged.
- Flexibility: Accommodating late-developers and mid-year enrollments.

Science Key Principles of Identification:
The School's approach to identification is built on these core principles:

1. Continuous Process: Early identification begins with the admissions policy but continues throughout the student's journey, adapting as students grow and explore new subjects and interests.
2. Portfolio Approach: Utilising multiple measures, including observational data and standardised tests, to capture a complete picture of the student's abilities.
3. Systematic Identification: Embedding processes within the school culture rather than relying on isolated testing events.
4. Supportive Environment: Providing appropriate challenges and encouragement to nurture potential.
5. Open Communication: Engaging educators, parents, and students in a collaborative process to ensure all achievements, including those outside school, are recognised and fostered.

Chapter 8: Characteristics of "Gifted students":

Common Characteristics of Gifted Individuals	Cognitive Characteristics of Intellectually Gifted Students	Affective Characteristics of Intellectually Gifted Students
❑ Unusual alertness, even in infancy.	❑ Process and retain large amounts of information.	❑ Possess large amounts of information about emotions.
❑ Rapid learner; puts thoughts together quickly.	❑ Comprehend materials at advanced levels.	❑ May possess an unusual sensitivity to the feelings of others.
❑ Excellent memory.	❑ Curious and have varied and sometimes intense interests.	❑ Possess a keen or subtle sense of humor.
❑ Unusually large vocabulary and complex sentence structure for age.	❑ High levels of language development and verbal ability.	❑ Possess a heightened sense of self-awareness.
❑ Advanced comprehension of word nuances, metaphors and abstract ideas.	❑ Possess accelerated and flexible thought processes.	❑ Idealism and sense of justice appear at an early age.
❑ Enjoys solving problems, especially with numbers and puzzles.	❑ Early ability to delay closure of projects.	❑ Develop inner controls early.
❑ Often self-taught reading and writing skills as preschooler.	❑ See unusual relationships among disciplines or objects.	❑ Possess unusual emotional depth and intensity.
❑ Deep, intense feelings and reactions.	❑ Adept at generating original ideas and solutions to problems.	❑ Exhibit high expectations of self and others.
❑ Highly sensitive.	❑ Persistent, goal-oriented, and intense on topics of interest.	❑ Display a strong need for consistency in themselves and others.
❑ Thinking is abstract, complex, logical, and insightful.	❑ Form their own ways of thinking about problems and ideas.	
❑ Idealism and sense of justice at early age.		
❑ Concern with social and political issues and injustices		

- Longer attention span and intense concentration.
- Preoccupied with own thoughts—daydreamer.
- Learn basic skills quickly and with little practice.
- Asks probing questions.
- Wide range of interests (or extreme focus in one area).
- Highly developed curiosity.
- Interest in experimenting and doing things differently.
- Puts idea or things together that are not typical.
- Keen / unusual sense of humor.
- Desire to organise people/things through games or complex schemas.
- Vivid imaginations (and imaginary playmates when in preschool).

- Learn things at an earlier age than peers.
- Need for freedom and individuality in learning situations.
- High desire to learn and seek out their own interests.
- Abstract thinkers at an earlier age than peers.
- Prefer complex and challenging work.
- Transfer knowledge and apply it to new situations.
- May prefer to work alone.
- May be early readers.
- May possess high energy levels and longer attention spans.

- Possess advanced levels of moral judgment.

8.1 Difference between "Highly abled student", "Gifted" & "Creative Thinker":

A High Achiever	A Gifted Learner	A Creative Thinker
Remembers the answers	Poses unforeseen questions.	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally Engaged	Daydreams; may seem off task.
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard.	Plays with ideas and concepts
Answer the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions
opinions		
Learns with ease	Already know	Questions: What if?

❑ Needs 6 to 8 repetitions to master	❑ Needs 1 to 3 repetitions to master	❑ Questions the need for mastery.
❑ Comprehends at a high level	❑ Comprehends in-depth, complex ideas	❑ Overflows with ideas-- many of which will never be developed
❑ Enjoys the company of age peers	❑ Prefers the company of intellectual peers	❑ Prefers the company of creative peers but often works alone
❑ Understands complex, abstract humor	❑ Creates complex, abstract humor	❑ Relishes wild, off-the-wall humor
❑ Grasps the meaning	❑ Infers and connects concepts	❑ Makes mental leaps: Aha!
❑ Completes assignments on time	❑ Initiates projects and extensions of assignments	❑ Initiates more projects than will ever be completed
❑ Is receptive	❑ Is intense	❑ Is independent and unconventional
❑ Is accurate and complete	❑ Is original and continually developing	❑ Is original and continually developing
❑ Enjoys school often	❑ Enjoys self-directed learning	❑ Enjoys creating
❑ Absorbs information	❑ Manipulates information	❑ Improvises
❑ Is a technician with expertise in a field	❑ Is an expert who abstracts beyond the field	❑ Is an inventor and idea generator
❑ Memorises well	❑ Guesses and infers well.	❑ Creates and brainstorms well
❑ Is highly alert and observant	❑ Anticipates and relates observations	❑ Is intuitive
❑ Is pleased with own learning	❑ Is self-critical	❑ Is never finished with possibilities
❑ Gets A s	❑ May not be motivated by grades	❑ May not be motivated by grades
❑ Is able	❑ Is intellectual	❑ Is idiosyncratic

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:
- ❑ 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.

8.2 Categories of "Giftedness":

Giftedness is found at several levels. The further a person's Intelligence Quotient is from the norm of 100 IQ, the more complexities that person has. Issues are similar to those of a student with an IQ much lower than the 'average' person. It is difficult to fit into the expectations and lifestyle of 'average' folks when the IQ becomes extreme.

Level of Giftedness	Full Scale IQ score WISC-IV, WPPSI-III source: Assessment of Children	Extended IQ score WISC-IV source: Technical Report #7 WISC–IV Extended Norms and publisher's 2008 NAGC presentation	Full Scale IQ score SB-5 source: Gifted Minds Assessment & Counseling	Full Scale IQ score average SB-4, SB L-M
Gifted or moderately gifted (G or MG)	130-138	130-145	120-129	125 - 144 (132-148 SB-4)
Highly gifted (HG)	138-145	145-160	131-144	145 - 159 (148-164 SB-4)
Exceptionally gifted (EG)	145-152	160+	145 - 160	160 - 179 (SB L-M only)
Profoundly gifted (PG)	152-160	175+	161 - 175	180 and above (SB L-M only)

8.3 The theory of multiple intelligences:

According to Dr Howard Gardner's Theory of Multiple Intelligences, human intelligence can be classified into at least eight intellectual capacities, namely linguistic, spatial, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence. The theory believes that everybody possesses the multiple intelligences mentioned above. Yet, the degree of the performance in each intelligence may vary from student to student, some are better while some are weaker. In fact, a certain level of achievements in all the above intelligences can be achieved through learning and training. Generally speaking, gifted students have better performances in one or more than one of the above intelligences.

multiple of theory Gardner's intelligences	No.	Multiple Intelligences	Characteristics
	1.	Linguistic	Effective speaking and writing skills; good at expressing and explaining ideas and thoughts through language; can understand profound meanings in language; love reading, writing, editing and story-telling.
	2.	Spatial	Sensitive to colors, lines, shapes, format, space and the relationship between them; think and express in image and figures; love painting, sculpture, graphic design, photography and architecture.
	3.	Logical mathematical	Effective use of numbers and logical reasoning; love to explore rules, causal relationship or logical relations between things; good at abstract thinking; love mathematical calculation, inferences, induction and analysis.

4.	Bodily kinesthetic	Good co-ordination of limbs; like to use different body parts to express thoughts and feelings; prefer to use gestures and actions to communicate; develop ideas through physical sensation.
5.	Musical	Highly sensitive to melodies, rhythm and pitch; able to understand music pieces thoroughly; good at expressing ideas and thoughts through music; love performing, playing musical instruments and acoustics
6.	Interpersonal	Observant to others' emotion, thoughts and behaviors and able to respond appropriately; good at communicating and getting along with people from all walks of life and different age groups; have empathy for others.
7.	Intrapersonal	Place a high value on self-understanding; able to know one's strengths and weaknesses; keen on self-reflection on daily events and analysis of the relationship with others and the world; have a strong sense of self-awareness that drives them to plan their life.
8.	Naturalistic	Great interests and curiosity about plants and animals; good at observing the discipline and change cycle of nature; able to identify the relationships between different elements of the natural environment.

Chapter 9: Enriched and elevated learning experiences:

9.1 Advanced Learning Plans (ALPs):

"Advanced Learning Plan" or "ALP" means a written record of gifted and talented programming utilised with each gifted / talented student and considered in educational planning and decision making. ALPs are dynamic, working documents developed and reviewed through collaborative efforts of the teacher(s), parents and student. The areas selected as priorities for smart goals are monitored through ongoing assessment and parent-teacher conferences. ALPs are managed and monitored in the school and filed in the student's cumulative file. ALPs are signed annually by parents, the child's teacher(s), the student (as appropriate) and other personnel involved in development. ALPs are reviewed on regular basis and ongoing meetings are held on monthly basis. The ALPs meeting members include: Parents, Class teachers, Counselors, Special educators, SENCO & Other members from the Inclusion department.

9.2 Examples of SMART Goals for Advanced Learning Plans:

No.	SMART Goals	Examples
1.	SMART Goal for Learning and Growth:	Student F will score in the advanced/superior range on a creative product rubric when she chooses one content area each six weeks and modifies a general class project to show how cats relate to the content area.
2.	SMART Goal for Learning and Growth:	By May, Student A will demonstrate advanced level skills in Reading, evidenced by Advanced scores in Reading and other

		district level assessments and obtain at least a "3.5" grade in Honors English.
3.	SMART Goal for Learning and Growth:	By May, this student will successfully complete a mentorship with a veterinarian as measured by the mentorship rubric, a classroom presentation of investigation (with product) with a rubric score average of 3 out of 4, and compete at the National Science Fair with her product in June as documented by entrance paperwork.
4.	SMART Goal for Affective Growth:	By May, Student A will have studied and reflected upon 3 Habits of the Mind as measured through journaling and interviews; and set and achieved 3 related personal goals to be measured through self-evaluation, parent and teacher observations and interviews.

9.3 In-class Provisions:

Differentiation: An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for G&T learners whose potential is unlikely to develop without special educational provisions.

- tasks which demand higher order cognitive and intellectual skills to challenge children
- access to advanced resources and materials that support the level of challenge
- more complex and open-ended tasks
- flexible learning strategies
- instruction that utilises a variety of strategies such as tiered assignments
- learning centers
- independent study and compacting
- qualitative modifications in content
- Increasing the depth of study of national curriculum of UK or MOE content.
- Admittance into AP courses

Pace: As it is likely that G&T learners will learn at a faster pace as they may understand new concepts more easily and with fewer repetitions, teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn. Linked to this involves pre-assessment, which will allow teachers to determine what students already know, so that a more challenging learning program for that unit can be provided.

Groupings: Flexibility grouping for G&T learners is to be provided where they can work individually or with other G&T students.

9.4 Out of class provisions:

Enrichment: Provisions for G&T learners needs to include opportunities for enrichment, extension and acceleration not just within the classroom but also beyond the classroom.

Enrichment Program: Identified students will be scheduled with the guidance counselor to pursue and develop their work detailed in the advanced learning plans.

Excursions: The Head of Phase along with the Guidance Counselor will coordinate to arrange for field trips for G&T students. These should be for small groups of students and should aim to enhance their understanding of a topic area or develop a skill set as well as offering the opportunity to socialise with peers outside of their classroom.

Chapter 10: Staff member's responsibilities:

10.1 Class Teachers:

1. Referral Process: Identify and refer students who display potential giftedness or talent to the G&T Coordinator for screening and evaluation.
2. Student Awareness: Familiarise themselves with the G&T students in their classes and their individual needs.
3. Encouraging Self-Directed Learning: Provide opportunities for G&T students to engage in independent and exploratory learning within their subjects.
4. Stretch and Challenge: Incorporate activities and tasks in lessons that challenge G&T students appropriately, fostering critical thinking and creativity.
5. Performance Reviews: Participate in student review meetings with the Head of Department (HOD) or Team Leader to discuss the attainment levels of G&T students, identifying areas for growth or reasons for high or low performance.
6. Advanced Learning Plans (ALPs): Collaborate in the preparation, review, and adjustment of ALPs to address the specific needs of G&T students.

10.2 Heads of Phase and Middle Leadership Team (MLT):

1. Staff Awareness: Ensure all department members are informed about the G&T students in their classes and highlight this information in class registers.
2. Data Analysis: Monitor and analyse the performance data of G&T students to identify underachieving individuals and collaborate with teachers to create action plans for improvement.
3. Curriculum Differentiation: Oversee that schemes of work are differentiated effectively to meet the needs of G&T students.
4. Support and Guidance: Assist staff in planning and delivering lessons that cater to G&T students, ensuring alignment with teaching objectives.
5. Extra-Curricular Opportunities: Develop and promote additional enrichment programs and activities tailored to enhance the skills and interests of G&T students.

10.3 Head of Inclusion / SENCO:

1. Policy Oversight: Participate in the review and amendment of the school's G&T policy and ensure its implementation across the school.
2. Annual Reviews and Audits: Conduct annual reviews of the G&T program and perform a yearly audit of the G&T register to ensure its accuracy.
3. Student Needs Assessment: Assist teachers in identifying and understanding the unique needs of G&T students to guide interventions and support strategies.
4. Parent Engagement: Organise and lead meetings with parents to discuss student progress and collaborate on the development of ALPs.

5. Professional Development: Stay updated on current trends, initiatives, and training opportunities related to G&T education, and disseminate relevant information to staff.
6. Skill Development and Peer Networking: Arrange extracurricular activities that extend students' skills and foster social connections among peers with similar interests and talents.
7. Community Collaboration: Liaise with staff, parents, local schools, external professionals, and the wider community to provide holistic support for G&T students.
8. Identification Procedures: Establish and manage processes to identify G&T students across all grade levels, including data reviews and testing.
9. Curriculum Development: Design and update a curriculum tailored to the needs of G&T students, emphasising enrichment and accelerated learning opportunities.
10. Teacher Support: Guide teachers in creating and delivering alternative coursework for G&T students through curriculum modifications, acceleration, and advanced projects.
11. Staff Training: Develop and lead training sessions on effective strategies for instructing G&T students, enriching classroom learning, and identifying potential G&T individuals.
12. Program Evaluation: Continuously assess the effectiveness of the G&T program, using findings to implement necessary improvements.

Chapter 11: Meetings the GAT need(s):

11.1 Differentiation:

Differentiation in teaching enables educators to address the diverse needs, abilities, and interests of students. Below are detailed strategies to support differentiated instruction effectively:

1. Adjusted Questioning Techniques and Higher-Order Questions:
   - Adaptation to Learners: Questions are tailored to align with each student's readiness, developmental level, interests, and learning profile.
   - Higher-Order Thinking: Students are encouraged to work through answers instead of recalling memorised facts. This includes exploration of possibilities, information analysis, synthesis, and evaluation.
   - Student-Generated Questions: Learners are motivated to formulate their own inquiries, promoting curiosity and deeper engagement with the subject matter.

2. Agendas:
   - Personalised Task Lists: Students are provided with individualised lists of tasks to complete over a set period, allowing them to work at their own pace and focus on areas of interest or need.
   - Differentiation: Each agenda is customised, ensuring tasks reflect the unique requirements of each learner.

3. Choice and Task Cards:
   - Student Autonomy: Assignments are written on cards and displayed in accessible locations, such as envelopes or hanging pockets. Students choose a card and complete the associated task.
   - Targeted Learning: Teachers design tasks to address specific learning objectives while granting students the freedom to select their work.
   - Task Cards for Enrichment: Cards can offer challenging, independent activities to encourage advanced learning opportunities for individuals or small groups.

4. Concept Mapping:
- Graphic Organisers: This method uses web diagrams or visual organisers to explore knowledge and gather/share information.
- Prior Knowledge Integration: Students can connect new concepts to their existing knowledge base, improving comprehension and retention.
- Interactive Learning: Concept maps allow collaborative and individualised exploration of topics.

5. Content Extension
- Motivation and Depth: By enhancing and deepening the content, students remain engaged and challenged, fostering higher levels of achievement.
- Multiple Focus Areas: Content extensions can target depth, complexity, and novelty, catering to diverse learning preferences and encouraging creative and critical thinking.
  - a. Depth: Encourages detailed exploration of subject matter, ethical considerations, language, and patterns, promoting mastery of a topic.
  - b. Complexity: Aims to make connections within and across disciplines, helping students understand relationships and associations.
  - c. Novelty: Encourages personal connections with the material, making learning experiences memorable and meaningful.

11.2 Enrichment Programming for Diverse Learners:

Enrichment activities provide additional opportunities for students to extend their knowledge, skills, and interests beyond the standard curriculum. Examples include:

1. Within-Class Enrichment:
- Individualised or small group activities designed to challenge students during regular class time.

2. Whole-Class Enrichment:
- Activities tailored to engage the entire class while accommodating the varied abilities and interests of students.

3. Before-School, After-School, and Weekend Enrichment:
- Programs offering specialised learning experiences such as STEM clubs, reading circles, or arts workshops outside regular school hours.

4. Summer Enrichment:
- Programs that provide engaging learning opportunities during summer break, such as science camps, creative writing workshops, or leadership seminars.

5. Field Trips and Off-Campus Enrichment:
- Visits to museums, historical sites, nature reserves, or industry locations that enhance real-world learning and context-building.

6. Fairs, Festivals, and Performances:
- Participation in school-hosted or community events like science fairs, cultural festivals, and theatrical performances to showcase student talents.

7. Extracurricular Activities and External Competitions:
- Opportunities to engage in sports, debates, robotics, coding competitions, or creative arts contests, allowing students to pursue interests and develop specialised skills.

11.3 Parental Support for Gifted and Talented Students:

The School's Gifted and Talented (G&T) policy recognises the critical role of parents in nurturing their children's potential and aims to foster a strong partnership between the school and families. To support this collaboration, the policy includes the following initiatives:

1. Valuing Parental Knowledge and Expertise
   - Recognising Contributions: Parents are acknowledged as invaluable contributors to their child's growth and development. Their insights into their child's strengths, challenges, and interests are actively sought and respected.
   - Ongoing Communication: Open lines of communication are maintained to ensure parents are informed about their child's progress and included in decision-making processes.
2. Educational Opportunities and Workshops for Parents
   - Professional Presentations and Speakers: The school organises seminars and workshops led by experts in gifted education, covering topics such as cognitive development, enrichment strategies, and social-emotional well-being.
   - Social-Emotional Learning Focus: Sessions are designed to address the unique social and emotional needs of gifted learners, equipping parents with tools to better support their children.
3. Collaborative Development of Individualised Learning Plans (ILPs)
   - Personalised Goal Setting: Parents and students are invited to collaborate with educators in creating individualised learning goals that align with the child's abilities and aspirations.
   - Regular Review Meetings: Progress is monitored through regular discussions, ensuring the plans remain relevant and adaptable to the student's evolving needs.
4. Encouragement of Parent Participation in Support Networks
   - Support Groups: Parents are encouraged to join organisations such as SENG (Supporting the Emotional Needs of the Gifted), which provide community, resources, and guidance for families navigating the challenges and opportunities of raising gifted children.
   - Peer Connections: The school facilitates forums and gatherings where parents can share experiences and advice, fostering a supportive community.
5. Access to Guidance and Resources
   - Preventive Guidance Materials: The school provides parents with books, articles, and tools designed to help them understand and manage the social and emotional needs of gifted learners effectively.
   - Tailored Recommendations: Resources are curated to align with the specific challenges faced by each child, such as managing perfectionism, fostering resilience, or encouraging healthy peer relationships.
6. Building Strong School-Parent Partnerships
   - Active Involvement: Parents are invited to participate in school activities, such as enrichment events, talent showcases, or competitions, to celebrate their children's achievements.
   - Feedback Mechanisms: The school regularly seeks parental input on G&T programs to ensure they are effective, inclusive, and responsive to student needs.

11.4 Glossary of Terms:

1.	**Genius**	An exceptional intelligence or creative power or other natural ability or tendency that would be internationally recognised. (E.g. Olympic medal winner, Oscar winner)
2.	**Exceptionally Able**	An intelligence or creative power or other natural ability or tendency that would be nationally recognised. (E.g. On the county or national team).
3.	**Gifted**	The top 5% of age related intellectual or academic ability within the school.

4.	**Talented**	The top 5% of age related practical or creative power or other natural ability or tendency within the school.
5.	**Dual or Multiple Exceptionalities**	A child with a disability or other special educational need or additional educational need, that is also gifted, talented, exceptionally able or genius in another area. (E.g. An autistic child with an exceptional calculating ability)
6.	**More able**	Children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.
7.	**Acceleration**	An educational strategy that moves students through the curriculum at a faster pace or at a younger age than typical, such as grade skipping, advanced placement (AP), or dual enrollment in high school and college.
8.	**Advanced Placement (AP)**	A program offering college-level courses and exams to high school students, allowing them to earn college credit or advanced standing.
9.	**Asynchronous Development**	A characteristic of gifted individuals where their intellectual, emotional, and physical development progress at different rates, often leading to challenges in social interactions or self-regulation.
10.	**Cognitive Abilities Test (CogAT)**	A standardised assessment used to measure students' reasoning and problem-solving abilities, often used for identifying giftedness.
11.	**Dual Exceptionality (2e)**	Students who are both gifted and have a learning disability, emotional/behavioral challenge, or other special needs, requiring accommodations for both areas.
12.	**Higher-Order Thinking Skills (HOTS)**	Cognitive processes that involve analysis, evaluation, synthesis, and problem-solving rather than memorisation or rote learning.
13.	**Intelligence Quotient (IQ)**	A standardised score derived from tests designed to measure intellectual capabilities, often used as one factor in identifying giftedness.
14.	**Over excitability (OE)**	A heightened sensitivity or intensity in one or more areas: intellectual, emotional, psychomotor, imaginational, or sensory, often seen in gifted individuals.
15.	**Portfolio Assessment**	A collection of student work showcasing abilities, achievements, and progress over time, used for identifying and monitoring giftedness.
16.	**Problem-Based Learning (PBL)**	A teaching method where students learn by solving real-world problems, developing critical thinking, collaboration, and creativity skills.
17.	**Social-Emotional Needs**	The unique emotional and interpersonal challenges faced by gifted learners, such as feelings of isolation, heightened sensitivity, or asynchronous development.
18.	**Twice-Exceptional (2e)**	Another term for "Dual Exceptionality," referring to students who are both gifted and have a disability.
19.	**Universal Screening**	A systematic approach to assessing all students in a school or district to identify potential gifted learners, ensuring equity and reducing bias.
20.	**Zone of Proximal Development (ZPD)**	Vygotsky's concept of the range of tasks that a learner can perform with guidance but not yet independently, often used in scaffolding instruction for gifted learners.

Chapter 12: Policy review & amendment:

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
December 05, 2024		❑ Principal: Ms. Lyudmyla Kylkova. ❑ SLT Members. ❑ Head of Inclusive Education: Mr. Moustafa Mahmoud. ❑ School Counselor.	
June 05, 2025		❑ Principal: Ms. Lyudmyla Kylkova. ❑ SLT Members. ❑ Head of Inclusive Education: Mr. Moustafa Mahmoud. ❑ School Counselor.	
December 05, 2025		❑ Principal: Ms. Lyudmyla Kylkova. ❑ SLT Members. ❑ Head of Inclusive Education: Mr. Moustafa Mahmoud. ❑ School Counselor.	
March 10, 2026		❑ Principal: Ms. Lyudmyla Kylkova. ❑ SLT Members. ❑ Head of Inclusive Education: Mr. Moustafa Mahmoud. ❑ School Counselor.	
December 10, 2026		❑ Principal: Ms. Lyudmyla Kylkova. ❑ SLT Members. ❑ Head of Inclusive Education: Mr. Moustafa Mahmoud. ❑ School Counselor.	