GFM Gifted and Talented Policy

Published Date:	November 2026
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	**November 2027**

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

1. Introduction

GEMS Founders School – Al Mizhar is committed to providing high-quality, inclusive education for all students, with high expectations for achievement and personal development.

The school identifies and nurtures Gifted and Talented students: those with high potential and exceptional talents across academic and non-academic domains, ensuring they receive opportunities for stretch, challenge and enrichment.

The school provides a broad, balanced and adaptive curriculum, embedding high-quality teaching and personalised support to meet individual needs. Through effective identification, provision and monitoring, students are supported to achieve their full potential while promoting wellbeing and holistic development.

2. Goals

The aim of this policy is to establish a clear and consistent framework for the identification, provision and monitoring of Gifted and Talented students.

The school is committed to developing students holistically through the recognition and nurturing of giftedness and talent across multiple domains, including academic, creative, technical, sporting and leadership areas. To achieve this, the school will:

- Implement robust identification processes using multiple sources of evidence, including CAT4 data, curriculum-based assessments and moderated professional judgement.
- Provide consistent stretch and challenge through high-quality classroom practice and adaptive teaching, ensuring all students make accelerated progress.
- Promote a whole-school approach to supporting Gifted and Talented students, ensuring consistency across departments and phases.
- Deliver personalised provision through Individualised Challenge Plans (ICPs), ensuring that learning is tailored to students' strengths and areas of high potential.

- Provide enrichment opportunities that extend learning beyond the classroom through competitions, partnerships and innovative programmes.

- Ensure ongoing monitoring and evaluation of student progress and provision, using data to inform practice and drive continuous improvement.

- Promote student wellbeing and holistic development, ensuring that challenge and high expectations are balanced with appropriate support.

- Empower students, staff and parents through collaboration, communication and shared responsibility in supporting student achievement and development.

3. Definition of Terms

The school adopts definitions aligned with the UAE School Inspection Framework.

- Giftedness refers to a student who demonstrates untrained and spontaneously expressed exceptional natural ability in one or more domains, including intellectual, creative, social or physical capacities.

- Talent refers to a student who has developed their giftedness into consistently high levels of performance and competence within a specific domain.

The school recognises that while all gifted students have the potential to become highly able, not all highly able students meet the criteria for giftedness.

Gifted Behaviour

The school recognises gifted behaviour as emerging from the interaction of three clusters of traits: above-average ability, creativity and task commitment. Gifted behaviour is most evident where these three areas overlap.



Characteristics of Gifted and Talented Learners

Gifted and Talented students are often:

- Meta-cognitive and self-regulating.
- Enthusiastic, innovative, independent, enterprising, well-focused, analytical, reflective and collaborative, and very clear, effective communicators.
- Able to apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- Able to make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world.

Common Distinctions Between the Able and Gifted Child

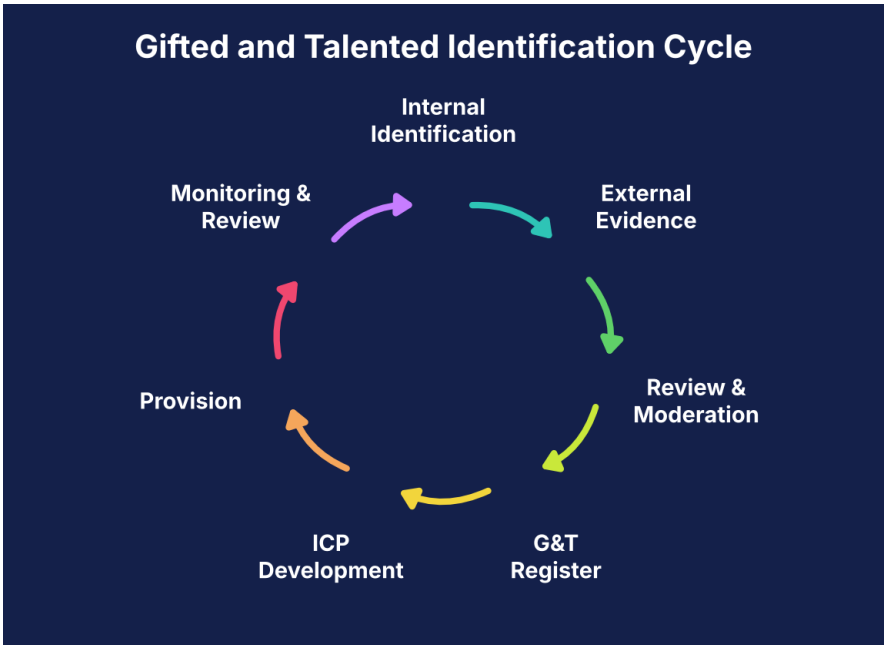
An able student...	A gifted learner...
Knows the answer.	Asks the questions.
Works hard to achieve.	Knows without working hard.
Enjoys school.	Enjoys self-directed learning.
Has a fine imagination.	Uses that imagination to experiment with ideas.

4. Identification Criteria

GEMS Founders School – Al Mizhar identifies Gifted and Talented students across academic and non-academic domains using the following criteria. No student is identified on the basis of a single measure; evidence is triangulated and moderated before a student is added to the Gifted and Talented Register.

Category	Identification Criteria
Academic G&T – CAT4	Students meeting CAT4 benchmarks of 130 or above in at least one battery and/or a mean standard age score of 125 or above, supported by teacher judgement and curriculum evidence.
Academic G&T – Curriculum-Based	Students demonstrating consistently exceptional attainment in curriculum-based assessments and classwork within one or more subjects.
Academic G&T – Professional Judgement	Students identified through moderated teacher judgement, considering their learning profile, barriers to learning and early indicators of high potential, particularly where standardised data is limited or inconclusive.
Non-Academic G&T	Students demonstrating exceptional performance beyond age-related expectations in non-academic domains (e.g. arts, sport, leadership), evidenced through multiple sources including school-based and external achievements.

5. Identification Process



Identification of Gifted and Talented students is carried out through a holistic and multi-source approach, ensuring that decisions are informed by a range of evidence and not based on a single measure. Identification may include:

1. Observation of student performance and behaviours within the classroom and wider school context.
2. Discussions and interviews with students and parents to understand strengths, interests and achievements.
3. Assessment of data and standardised testing, including CAT4 and curriculum-based evidence.
4. Referrals from teachers and leaders, supported by Gifted and Talented checklists and professional judgement.
5. External evidence and specialist reports, including achievements from community-based centres or external programmes.

The identification of Gifted and Talented students is not viewed as a standalone process but as the first stage of a continuous cycle of provision, monitoring and review.

This process ensures that all identified students are provided with appropriate, personalised learning opportunities, including targeted stretch and challenge, to support the development of their abilities and enable them to achieve accelerated progress in their identified area of strength.

6. Responsibilities of the School

GEMS Founders School – Al Mizhar is responsible for ensuring effective implementation of Gifted and Talented provision through a structured approach to identification, provision and monitoring. The school will:

- Implement robust identification processes using multiple sources of evidence, including CAT4 data, curriculum-based assessments and professional judgement, to accurately identify Gifted and Talented students.
- Provide consistent stretch and challenge through high-quality classroom practice and adaptive teaching, enabling students to engage in higher-order thinking and achieve accelerated progress.
- Ensure access to a broad, balanced and adaptive curriculum that meets the individual needs of all learners, including Gifted and Talented students.
- Deliver personalised provision through Individualised Challenge Plans (ICPs), ensuring that learning is tailored to students' strengths and areas of high potential.

- Provide enrichment and extension opportunities within and beyond the classroom, including competitions, projects and external partnerships, to further develop students' talents.
- Promote holistic development, supporting students' academic, social, emotional and wellbeing needs alongside their talents.
- Ensure all staff take responsibility for identifying and supporting Gifted and Talented students, supported by ongoing professional development and training.
- Monitor and evaluate student progress and outcomes using a range of assessment data to inform teaching, identify gaps and drive continuous improvement.

7. Gifted and Talented Team

- Senior Leadership Team
- G&T Coordinator
- Key Stage Leaders / Subject Leaders / PDP Leaders
- Pastoral Team
- Career Counsellor
- Subject Teachers
- Form Tutors
- Students
- Parents

8. Roles and Responsibilities

Senior Leadership Team

- Hold responsibility for the strategic implementation, monitoring and evaluation of Gifted and Talented provision, ensuring high-quality teaching, consistent provision and improved student outcomes across the school.

G&T Champion

- Lead the identification process using CAT4 data, curriculum evidence, referrals and professional judgement, applying the school's identification criteria to ensure accurate identification of students.

- Maintain the school's Gifted and Talented Register, ensuring identification remains within the agreed 3–10% cohort range for CAT4-based identification.
- Ensure Individualised Challenge Plans (ICPs) include clear, measurable targets and are regularly reviewed to track student progress.
- Support the development of enrichment and extension provision, working in collaboration with subject leaders to ensure appropriate challenge and high expectations.
- Monitor the implementation of provision through review of classroom practice, student work and learning plans to ensure consistency and quality.
- Track student progress and outcomes, using data to identify gaps and support targeted interventions.
- Liaise with the Senior Leadership Team and key leaders to ensure effective communication, monitoring and continuous improvement.

Key Stage Leaders / Subject Leaders / PDP Leaders

- Ensure consistent implementation of Gifted and Talented strategies across classes and subjects, promoting high-quality stretch and challenge for all identified students.
- Monitor and track student progress, ensuring that Gifted and Talented students are making appropriate and accelerated progress.
- Support teachers in designing and delivering challenge tasks, ensuring alignment with student ability, Individualised Challenge Plans (ICPs) and programme expectations.
- Conduct regular book looks and reviews, ensuring that student work reflects depth, complexity and high-quality learning.
- Provide feedback and guidance to teachers, supporting improvements in teaching practice and ensuring consistency across classes.
- Promote enrichment and extension opportunities within subjects to further develop students' strengths and talents.

Pastoral Team

- Monitor student wellbeing and engagement, ensuring that Gifted and Talented students are supported socially and emotionally alongside their academic development.
- Identify and address barriers that may prevent able students from demonstrating their potential, including underachievement and

perfectionism.

Career Counsellor

- Provide guidance on subject choices and academic pathways, ensuring alignment with students' strengths, talents and future aspirations.
- Support students in exploring career opportunities, helping them make informed decisions based on their interests and abilities.
- Identify and promote enrichment opportunities, including competitions, external programmes and higher education pathways relevant to students' areas of talent.
- Engage with students and parents, providing advice and support on progression routes, career planning and future opportunities.
- Contribute to tracking student outcomes, including post-16 pathways, achievements and long-term destinations.

Subject Teacher

- Plan and deliver high-quality lessons that include appropriate stretch and challenge, ensuring learning is pitched at a high cognitive level.
- Implement Gifted and Talented strategies in the classroom, using targeted questioning, adaptive teaching and higher-order thinking approaches.
- Identify students with high potential, using assessment data, classroom performance and professional judgement.
- Design and provide challenge tasks that promote depth, reasoning, creativity and independent learning rather than quantity of work.
- Monitor and track student progress, using assessment data to identify gaps and provide targeted support or extension.
- Provide evidence of student learning, including classwork and independent tasks that demonstrate challenge and progress.
- Implement Individualised Challenge Plans (ICPs) within lessons, ensuring learning is aligned to students' strengths and areas of high potential.
- Collaborate with leaders and colleagues, sharing best practice and contributing to consistent provision across the school.

Form Tutor

- Identify and highlight non-academic strengths, including leadership, creativity, sports, arts and participation in activities both inside and outside school.
- Provide student recommendations, contributing to the identification process through observations of student behaviour, engagement and talents beyond the classroom.
- Collect and share relevant student information, including:
  - Participation in competitions
  - External achievements and activities
  - Leadership roles and initiatives
- Encourage participation in enrichment opportunities, promoting involvement in competitions, clubs and programmes aligned to students' strengths.

Students

- Engage actively in all lessons, demonstrating curiosity, independence and a willingness to take on challenge.
- Participate in stretch and challenge activities, applying higher-order thinking, creativity and problem-solving skills.
- Take ownership of their learning, setting targets and working towards the goals outlined in their Individualised Challenge Plans (ICPs).
- Demonstrate consistent effort and high expectations, striving for excellence in both academic and non-academic areas.
- Reflect on their progress, identifying strengths, areas for improvement and next steps.
- Participate in enrichment opportunities, including competitions, projects and external activities that support their talents.
- Communicate effectively with teachers and parents, sharing progress, aspirations and learning needs.

Parents

- Participate in review meetings and discussions, including those related to student progress and Individualised Challenge Plans (ICPs).
- Share relevant information with the school about their child's interests, talents and achievements outside school, including external certificates and accreditations.

- Support student learning and development at home, encouraging independence, curiosity and engagement with challenging tasks.
- Encourage participation in enrichment opportunities, such as competitions, projects and external programmes aligned with their child's interests and abilities.
- Maintain effective communication with the school, working collaboratively with teachers and leaders to support student progress and wellbeing.

9. Monitoring and Review

The Gifted and Talented Register and Individualised Challenge Plans are reviewed each term by the G&T Coordinator and Form/Subject teachers. Student progress is tracked against targets using internal assessment data, external benchmarks and evidence of work, and provision is adjusted where students are not making accelerated progress.

This policy is reviewed annually by the Senior Leadership Team, or sooner if required by changes to GEMS Education guidance or the UAE School Inspection Framework.

Designation	Name	Signature	Date
Executive Principal/CEO/	**Akram Tarik**		**01 November 2026**
Principal	**Mia Chorfi**		**01 November 2026**

Next policy review date: 01 November 2027