



# المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.  
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES  
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



# GIFTED AND TALENTED POLICY 2023-2024



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## GIFTED AND TALENTED POLICY

Created Date	March, 2019
Last Reviewed Date	April, 2023
Reviewed By	Assessment Committee
Review Approved on	June, 2023
Approved By	Principal
Date of Next Review	December, 2023
Related Policies	Teaching & Learning Policy, Marking Policy

**Principal: Ms. Karen Robinson**



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## Key Values and Principles

We at New Indian Model School aim to recognize the unique aspect of each child that makes them an important part of our learning community. We are strongly committed to the inclusive education of all of our students by making provisions in line with the schools Teaching and Learning Policies. We as a school aim to make provisions for students who require additional support to access the school curriculum in order for them to reach their full potential. For us at NIM School every child matters, in addition to having high expectations we set a high importance on making school a positive experience for all students including those identified as Able, Gifted and Talented.

## **Aims**

- To personalize learning for all pupils including gifted and talented students
- To recognize, identify, challenge and stimulate our gifted and talented learners
- To provide learning experiences that enable students to meet their full potential
- To create a positive atmosphere where students can develop confidence and self-respect
- To ensure students and staff receive specialist support as appropriate

## **Objectives**

- To ensure that Able, Gifted and Talented students have access to a broad, balanced and relevant curriculum, tailored to their individual needs opening opportunities for them to access further enriching experiences outside the regular timetable.
- To help students to realize their full potential and optimize their self-esteem.
- Enable all staff to take responsibility for identifying and supporting gifted and talented pupils, by providing them with relevant training.
- Encourage a parent partnership to support a joint learning approach at home and at school.
- To encourage and support students in all decision making processes that occur in their education, their views are sought and taken into account.



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## **Definition of Able, Gifted and Talented**

Inclusion at New Indian Model School recognizes the grounding of the school's curriculum as an Indian curriculum school, as well as our local context as a school within the UAE. We thus run a Gifted & Talented programme that respects the ethos of both country's school governing institutions.

The UK Department for Education defines Gifted and Talented in the following way:

Gifted and Talented is the term applied to those students who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their year group.

- 'Gifted' or 'Most Able' learners are those who have abilities in one or more academic subjects.
- 'Talented' learners are those who have particular abilities in sport, music, design or creative and performing arts.

The UAE Ministry of Education defines Gifted & Talented as follows: Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity.

## **Talented students**

Staff, parent and peer nominations can be received at any time for sport, design or creative and performing arts. Staff members and Heads of Department may nominate a pupil at any time for the talented programme, provided they meet the

'Talented' criteria previously detailed by the Head of Department / Subject teacher. Departments and inclusion team will keep an up to date criteria of what they judge as exceptional and talented performance as this cannot be assessed centrally.





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A register of talented students will be kept centrally with the inclusion team, and whilst these activities may take place outside of the curriculum and the traditional school environment; NIMS as a learning community will celebrate and highlight the successes of all talents and achievements through the assembly systems and parental communication policy.

## **Identification**

New Indian Model School identifies Able, Gifted & Talented pupils using a 3 Tier approach.

- Tier 1 - 'Gifted' refers to a child who has a broad range of achievement at a level well above average age-related expectation, typically in the more academic subjects;  
Students with a mean CAT4 Score of 124 or above.
- Tier 2 - 'Able' refers to a child who has the potential to or who is working above age or grade related expectations in academic subjects;  
Students with a Cat Score of 124 or above in 2 or more of the following area; Verbal, Non Verbal, Quantitative and Spatial.
- Tier 3 - 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills such as sport, arts, and technology, but who does not necessarily perform at a high level across all areas of learning. These students are teacher identified.

## **Provision for Able, Gifted and Talented Students**

New Indian Model School aims to nurture independent and creative thinkers who are able to meet the challenges of the wider world and this includes providing for those students who already have or are showing signs of these capabilities, such as those who would be deemed gifted and talented.

It is the school's policy to provide a broad, varied and balanced curriculum for all students, giving them a chance to thrive and reach their potential. Provision for students who are identified on the gifted and talented register are provided in a variety of ways:



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- Differentiation - This will take place, both in the student's class and sometimes in withdrawal enrichment classes, dependent on need. Using High Performance Framework to ensure that a range of Advanced Cognitive Performance Characteristics and Values, Attitudes and Attributes are used to create tasks to extend students with a richer and more challenging tasks.
- It is the school's aim to ensure gifted and talented students are catered for in their peer groups through the development of higher order thinking skills and challenging age-appropriate work.
- For elements of the curriculum, individual and small group interventions may take place to enhance and develop students' skills. The aim is to promote deeper thinking in age-appropriate topics through effective differentiation in the classroom.
- Gifted and talented students are encouraged and on occasion may be invited to participate in the school's wide range of extra-curricular enrichment activities that will help to nurture their abilities and give them every opportunity to develop their skills.

## Process for Review and Development

The Gifted and Talented coordinator is responsible for:

- Updating and reviewing the information record of pupils on the gifted and talented register and monitoring their progress.
- Reviewing the policy.
- Monitoring provision. teaching, learning, achievement attitudes and well-being, including those identified as Able, Gifted and Talented.
- This policy explains our approach to Able, Gifted and Talented students while keeping in
- Ensuring liaison with parents where necessary
- Keeping up to date with current practice and disseminating to staff.
- Consulting with Senior Leadership Team, the middle leadership team and staff. The Gifted and Talented policy is monitored by SLT and reviewed on an annual basis.