



THE WESTMINSTER SCHOOL, DUBAI

Gifted & Talented Policy

POLICY FOR	Gifted & Talented
PERSON RESPONSIBLE	Head of Inclusion
REVIEW DATE	June 2025
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	June 2025
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2026
RELATED POLICIES	Inclusion Policy, Well-Being Policy, Mental Health Policy, Assessment policy, Teaching and Learning Policy



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GIFTED AND TALENTED POLICY

Introduction:

The Westminster school embraces the principle of providing high quality education to all the children who attend the school. The school has high expectations of effort and success from all children.

The school believes that children, including those identified as “Gifted and Talented” have a common entitlement to a broad and balanced academic and social curriculum, based on the national curriculum and early years’ foundation stage curriculum, which is accessible to them. TWS recognizes that students have individual needs and have specific skills or talents that can be developed and nurtured within the school setting.

Declaration of Policy:

At The Westminster School, students are recognised as an important part of the learning community where each student is unique and special in their own way. In relation to this, TWS aims to provide opportunities to tap their potential to the maximum in different areas. The Gifted and talented policy supports the school’s aim to have access to school curriculum and provide additional support where it requires to achieve their full potential. The school is duty bound to provide a suitable education for all students while they enjoy their learning journey.

Goals:

The aim of this policy is to develop a framework that promotes clarity, consistency and identification of best practices and support in the education of gifted and talented students. TWS aims to develop students in a holistic manner through recognition of giftedness and talents in various areas. To carry out this, TWS will:

- Develop a framework to identify and monitor gifted and talented students.
- Promote a whole school approach in supporting gifted and talented students in providing learning opportunities to challenge their thinking and ensure they make appropriate progress overtime.
- Create a child friendly learning environment wherein students can nurture their self-confidence and self-respect.
- Develop students in all facets of giftedness and talents.



- To empower students, staff and parents through specialist support as appropriate.

Definition of Terms:

The term **giftedness** refers to '*a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.*' These domains will include intellectual, creative, social, physical abilities.

The term **talented** refers to '*a student who has been able to transform their 'giftedness' into exceptional performance*'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

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.

Responsibilities of the School:

- To provide appropriate identification and educational opportunities for children who are gifted or talented in specific areas.
- To provide opportunities for gifted and talented children to work at higher cognitive levels, engaging in challenging learning experiences.
- To provide opportunities for all children to develop specific skills or talents.
- To promote wholesome development of students in terms of social, emotional, intellectual, spiritual and physical.
- Ensure that gifted and talented students have access to a broad, balanced and relevant curriculum, which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable.
- Enable all staff to take responsibility for identifying and supporting gifted and talented students, by providing them with relevant training.
- Encourage a parent partnership to support a joint learning approach at home and at



school, by offering information sessions and individual meetings as required.

Gifted and Talented Team (GAT)

- Executive Leadership Team
- Head of Inclusion
- Career Counsellor
- Key Stage Leader/Subject leader/Head of House
- Teacher
- Student
- Parents

Roles and Responsibilities:

Executive Leadership Team:

- ELT is responsible for the implementation of the G&T policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities and that the needs of all students are registered.

Head of Inclusion:

- To validate students who meet the criteria for their subjects using the CAT4 data and referrals as well as feedback from the HTLAs.
- To ensure learning targets are Specific, Measurable, Attainable, Result oriented and Time bound (SMART), and are included in the lesson plan and reviewed to check students' progress.
- To ensure that the enrichment and extension materials, along with the learning plan, are thoroughly prepared and aim for higher standards in collaboration with subject heads.
- To effectively track the implementation of learning plans and other enrichment materials used in the classroom.
- To liaise with the ELT and Key stage leaders.

Career Counsellor:

1. **Career Exploration:** Guide students from Year 10 to 13 in exploring career paths that match their strengths and interests through information, job shadowing, and goal setting.
2. **Skill Development:** Help students from Year 10 to 13 to develop necessary skills via relevant courses, workshops, and activities.
3. **Networking:** Connect students from Year 10 to 13 with professionals and mentors through networking events, internships, and mentorship programs.



Key Stage Leaders/Subject Leaders

- Ensure teachers are monitoring and tracking the progress of the G&T students.
- To oversee and in some cases provide enrichment and extension activities.

Teachers:

- To identify and refer students who are gifted and talented using data and other inputs
- To draft subject specific Advanced Learning Plans for the students keeping the subject leaders in the loop.
- Show evidence of extension and enrichment opportunities existing within the classroom.
- Provide learning experiences that suitably challenge all students in the classroom.
- Utilize various methods including checklist that leads to the identification of gifted and talented students.
- Utilize resources and programs that support a high quality of gifted and talented education.
- Monitor and evaluate the provisions being used within the classroom to meet the needs of students and adjust where necessary.
- Discuss strategies that are being implemented on gifted and talented students with parents.

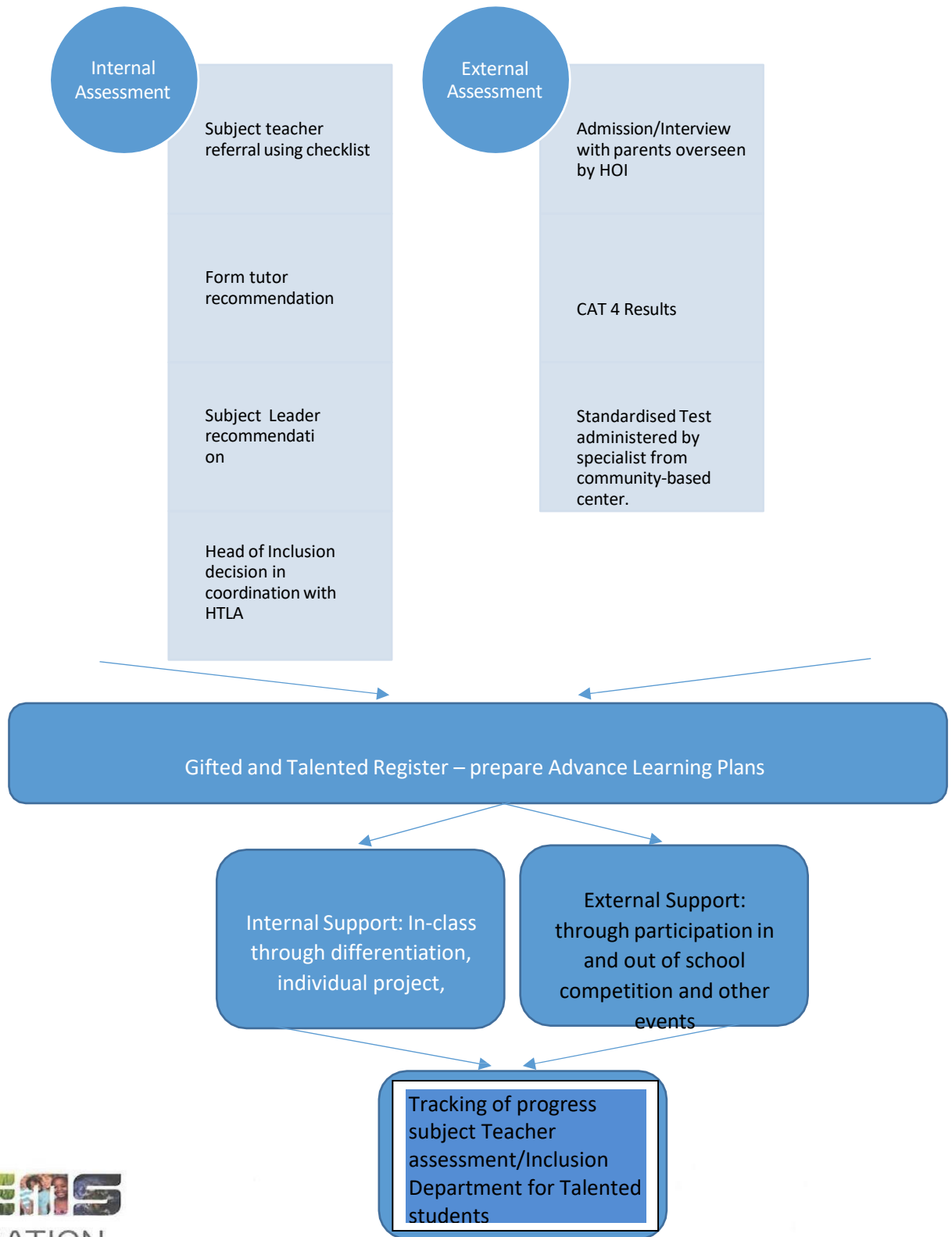
Students:

Parents:

- Show a willingness to discuss the variety of methods available in the education of gifted and talented students.
- Participate in the nomination of gifted and talented students, if appropriate.



Identification Process:



Identification could happen through a range of ways including:

1. Observation
2. Interview
3. Assessment test, use of checklist
4. Referral
5. Specialist report from community-based centers

The identification of students with special gifts and talents should not be viewed as an isolated activity. It is the essential first stage of a continuum of provision which provides appropriate and personalised learning programmes to enable all gifted students to become talented.

Provision for Gifted and Talented:

The following are key aspects to consider when personalising educational programmes for students with special gifts and /or talents.

- **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 gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- **Pace** - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.
- **Assessment** - Assessment is an important, on-going diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.
- **Groupings** - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- **Level of work** - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore, the curriculum needs to



be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.

- **Enrichment** - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

Enrichment and Extension Activities:

- Recommending G&T students to enrol into online enrichment and challenging activities.
- Provide opportunities to take the lead in publication of online magazine/newsletter articles.
- Encourage students to enter local and national events and competitions.
- Enroll in Sports activities run by PE Department, Art club, Music Club.
- Gifted and Talented shelf in library providing extension materials for pupils and staff.
- Departmental G&T activities – for example: reading club led by the English Department, the annual Science and Math exhibitions.
- Gifted and Talented noticeboard – to promote and advertise subject, school and external activities.
- **Sheikha Fatima Award/ Sheikh Hamdan Award for excellence** - Students who have received more than 90% in their academics for three consecutive years and have participated in competitions Intra-school and Inter-school level will be nominated for the award.

Reference:

Differentiation Model of Giftedness and Talent'* François Gagné: The DMGT: Changes within beneath and beyond. 2013. International Research Association for Talent Development and Excellence.

Monitoring and Review:

The Inclusion department monitors the movement of students within the system in school including preparation, implementation and review of Advance Learning Plan (ALP) and monitoring of progress in coordination with Subject Leaders. Advance Learning Plans are reviewed every term. This policy has been discussed and agreed by the TWS teaching staff and leadership team for implementation.





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