



GEMS GENIUS POLICY

POLICY FOR	GEMS GENIUS
PERSON RESPONSIBLE	Head of Inclusion
REVIEW DATE	June 2026
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	June 2026
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2027
RELATED POLICIES	Inclusion Policy, Well-Being Policy, Mental Health Policy, Assessment policy, Teaching and Learning Policy, safeguarding policy

Executive Principal / CEO and Brand

Ambassador for GEMS Westminster Schools.....



GEMS GENIUS POLICY

Introduction:

The Westminster School is committed to providing high-quality, inclusive education for all students, with high expectations for achievement and personal development.

In alignment with the GEMS Genius Programme, the school identifies and nurtures students with high potential and exceptional talents across academic and non-academic domains, ensuring 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.

Declaration of Policy:

At The Westminster School, all students are valued as integral members of the learning community, with recognition that each learner possesses unique strengths and potential. The school is committed to providing high-quality, inclusive education that enables every student to achieve excellence.

In alignment with the GEMS Genius Programme, the school ensures that students with high potential and exceptional talents are appropriately identified and provided with opportunities for stretch, challenge, and enrichment across a range of academic and non-academic domains.

The school is committed to delivering a broad, balanced, and adaptive curriculum that meets the diverse needs of all learners. Through personalised support, effective provision, and continuous monitoring, The Westminster School enables students to develop their abilities fully and achieve their potential while fostering wellbeing and a positive learning journey.

Goals:

The aim of this policy is to establish a clear and consistent framework for the identification, provision, and monitoring of students with high potential and exceptional talents, in alignment with the GEMS Genius Programme.

The Westminster School is committed to developing students holistically through the recognition and nurturing of giftedness and talents across multiple domains, including academic, creative, technical, 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 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 students within the GEMS Genius Programme, 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.

Definition of Terms:

The school adopts definitions aligned with the GEMS Genius Programme and 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 and talented learners are often characterised by strong metacognitive skills, independence, creativity, and the ability to apply knowledge in new and complex contexts.

Common distinctions between able and gifted learners include:

- An able student knows the answer; a gifted learner asks questions and explores concepts more deeply.
- An able student works hard to achieve; a gifted learner may grasp concepts quickly and with fewer repetitions.
- An able student enjoys structured learning; a gifted learner often thrives in independent and self-directed learning.
- An able student shows imagination; a gifted learner applies imagination creatively to develop and test ideas.

Responsibilities of the School:

The Westminster School is responsible for ensuring effective implementation of the GEMS Genius Programme 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 students with high potential and exceptional talents.
- 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 those identified within the GEMS Genius Programme.
- 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 students within the GEMS Genius Programme, 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.

GEMS Genius Team

- Senior Leadership Team
- GEMS Genius Champion
- GEMS Genius Core Team
- Key Stage Leader/Subject leader/PDP Leaders
- Pastoral Team
- Career Counsellor
- Subject Teacher

- Form Tutors
- Student
- Parents

Roles and Responsibilities:

- The Senior Leadership Team is responsible for the strategic implementation, monitoring, and evaluation of the GEMS Genius Programme, ensuring high-quality teaching, consistent provision, and improved student outcomes across the school.

GEMS Genius Champion:

- Lead the identification process using CAT4 data, referrals, and professional judgement to ensure accurate identification of students.
- 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.

GEMS Genius Core Team

- Coordinate and monitor GEMS Genius provision at the year group level, ensuring consistency across subjects and effective implementation of strategies.
- Collect and review evidence from subject teachers and form tutors, including student work, challenge tasks, and enrichment activities, ensuring that expectations are met.
- Track student progress and engagement, identifying students who require additional support, challenge, or intervention.
- Work collaboratively with subject leaders, teachers, and the GEMS Genius Champion, ensuring alignment of provision with Individualised Challenge Plans (ICPs) and student needs.
- Conduct regular reviews and follow-ups, including discussions with students, teachers, and parents to



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 GEMS Genius 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, ensuring they 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 practices 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:

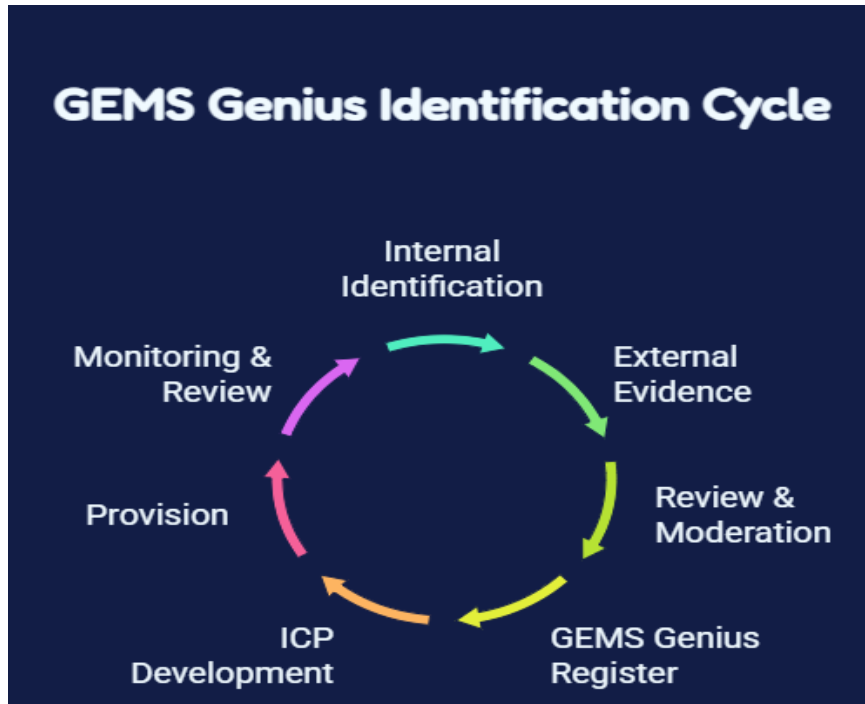
- Engage actively in all lessons, demonstrating curiosity, independence, and a willingness to take on challenge.
- Participate in stretch and challenge activities, applying higher-order thinking, creativity, and problem-solving skills.
- Take ownership of their learning, setting targets and working towards achieving 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).
- 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.



Identification Process:



Identification of students within the GEMS Genius Programme 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 GEMS Genius checklists and professional judgement.
5. External evidence and specialist reports, including achievements from community-based centres or external programmes.

The identification of students with gifts, talents, or high potential 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.

Provision for Gifted and Talented:

Provision for students within the GEMS Genius Programme is delivered through high-quality classroom practice, personalised support, and enrichment opportunities, ensuring that learning is appropriately challenging and aligned to each student's area of strength.

The following principles guide the personalisation of provision:

Adaptive Teaching (formerly Differentiation)

Provision is delivered through adaptive teaching, ensuring that learning experiences are tailored to meet individual needs and extend students' knowledge and understanding.

- Learning is designed to promote depth, complexity, and higher-order thinking rather than increasing the quantity of work
- Tasks are aligned to students' strengths and Individualised Challenge Plans (ICPs)

Challenge and Pace

GEMS Genius students are provided with appropriately challenging learning experiences that reflect their ability to grasp concepts quickly.

- Learning is pitched at a high cognitive level from the start of the lesson
- Opportunities are provided for independent, enquiry-based, and creative thinking
- Teachers ensure that pace supports deep understanding, not just faster progression

Assessment for Learning

Assessment is used as an ongoing diagnostic tool to inform teaching and ensure appropriate challenge.

- Pre-assessment is used to identify prior knowledge
- Continuous assessment informs targeted planning and intervention
- Data is used to track progress and attainment of GEMS Genius students

Flexible Grouping and Collaboration

Students may be grouped flexibly to maximise learning opportunities.

- Opportunities for independent work and collaboration with high-potential peers
- Grouping strategies promote discussion, problem-solving, and deeper understanding

Enrichment and Extension Opportunities

Students within the GEMS Genius Programme are provided with regular opportunities for enrichment and extension within and beyond the classroom.

- Participation in competitions, projects, workshops, and external programmes
- Engagement with innovation, STEAM, and interdisciplinary learning opportunities
- Exposure to real-world experiences and external partnerships

Individualised Challenge Plans (ICP)

Provision is personalised through Individualised Challenge Plans (ICPs) for each identified student.



- Targets are set based on areas of high potential
- Strategies are implemented to provide appropriate stretch and challenge
- Progress is reviewed regularly to ensure impact and continuous improvement

Enrichment and Extension Activities:

Students within the GEMS Genius Programme are provided with a wide range of enrichment and extension opportunities designed to develop their strengths, promote independence, and extend learning beyond the classroom.

The school will:

- Provide access to enrichment programmes and online platforms, offering students opportunities to engage in advanced, independent, and challenging learning experiences.
- Promote student leadership and creativity, encouraging students to contribute to publications such as newsletters, magazines, and digital platforms.
- Encourage participation in competitions and events at school, local, national, and international levels, aligned to students' areas of talent and interest.
- Offer participation in co-curricular activities, including sports, performing arts, music, innovation, and clubs, to support the development of non-academic talents.
- Design subject-specific enrichment opportunities, such as reading programmes, exhibitions, and interdisciplinary projects, to deepen subject knowledge and application.
- Promote opportunities through effective communication channels, such as noticeboards, digital platforms, and assemblies, ensuring students are aware of available programmes and events.
- Recognise and celebrate student achievement, including nominations for prestigious awards such as Sheikh Hamdan Award and Sheikhha Fatima Award, based on academic excellence, sustained performance, and participation in enrichment activities.
- Develop partnerships with external organisations and centres of excellence, providing students with exposure to real-world experiences, higher education pathways, and specialist programmes.

Reference:

- GEMS Education. *GEMS Genius Standard Operating Procedure*. MENASA Education Team, latest edition.
- UAE Ministry of Education / KHDA. *UAE School Inspection Framework*.
- Gagné, F. (2013). *The Differentiated Model of Giftedness and Talent (DMGT)*. International Research Association for Talent Development and Excellence.
- Renzulli, J. (1986). *The Three-Ring Conception of Giftedness and Talent*.

Monitoring and Review:

The school adopts a systematic and continuous approach to monitoring and reviewing the effectiveness of the GEMS Genius Programme, ensuring high-quality provision and improved student outcomes.

Monitoring and review are led by the GEMS Genius Champion, in collaboration with the Senior Leadership Team, Teaching, Learning and Assessment Team, and middle leaders.

The school will:



- Monitor student progress and attainment using a range of data sources, including assessment data, CAT4 profiles, and curriculum performance.
- Review and evaluate Individualised Challenge Plans (ICPs) regularly (at least twice annually) to ensure targets are appropriate, measurable, and impactful.
- Conduct quality assurance processes, including drop ins, lesson observations, and work scrutiny, to ensure consistent implementation of stretch and challenge across all departments.
- Gather and evaluate evidence through student voice, parent feedback, and teacher input to assess the impact of provision.
- Track participation in enrichment and extension opportunities, ensuring equitable access and meaningful engagement.
- Use monitoring outcomes to inform planning, refine strategies, and drive continuous improvement in teaching, learning, and assessment.
- Ensure accurate and up-to-date records, including the GEMS Genius Register and documentation linked to student progress and provision.

