



**DUBAI  
BRITISH  
SCHOOL**  
EMIRATES HILLS

# Gifted and Talented Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Gifted and Talented Coordinator	
Date of review	August 2023
Date of next review	August 2024



Inclusion at Dubai British School recognises the grounding of the school's curriculum as a British 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' 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.

For the practical purposes of our school, and considering the ethos of the above definitions, Dubai British School defines Gifted & Talented as follows:

- 'gifted' 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.

## **Aims**

The aims of our Gifted and Talented provision are:

- To personalise learning for all pupils including gifted and talented students
- To recognise, identify, challenge and stimulate our gifted and talented learners

## **Context:**

With the introduction of CAT/GL data across the school, the identification of G and T has increased in capability, alongside opportunity to stretch and challenge all groupings within the DBS community.

In order to effectively embed best practice across the school, there will be a 3 tier approach to identification of Gifted and Talented pupils, with opportunities to refine and support during the academic year.

## Assessment for identification

### Gifted Students

#### *Tier 1*

CAT Assessment: Primarily, students who are Stanine 9 (mean score 124+, showing a balance across all batteries, with a minimum of 2 batteries) are identified as Gifted. Stanine 9 is representative of 4% of the National average.

- a. These students will be identified as 'Gifted' in iSAMS and on their iSAMS Mark books.

#### *Tier 2*

- b. Teacher nomination, professional judgment based upon sustained performance over a period of time. There will be 3 capture points, linked to school Assessment Weeks.
- c. These students will be identified as 'Flair' in iSAMS and on their iSAMS Mark books.

#### *Tier 3*

With the increase in International Testing, and high-quality feedback received, this information will be used to triangulate school judgements and potentially identify Gifted Students.

### Talented students

Staff, parent and peer nominations can be received at any time for sport, music, 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 Lead. Departments and subject specialists will keep an up to date criteria of what they judge as exceptional and talented performance as this cannot be assessed centrally.

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; DBS as a learning community will celebrate and highlight the successes of all talents and achievements through the assembly systems and parental communication policy.

### Process for Review and Development

The Gifted and Talented co-ordinator 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.
- 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.