



GEMS Winchester School Dubai



Gifted and/or Talented Policy (Whole School)

Person(s) Responsible: Deputy Head Teacher (Children's Services) & Gifted and/or Talented Coordinators

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1. Introduction

At GEMS Winchester School Dubai (WSD), we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with the inclusive ethos of WSD, all students are given full access to all areas of learning and teachers endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. At WSD, we value the individuality, gifts and talents of all our students.

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2. Aims of the Policy

The aims of the Gifted and/or Talented Policy are:

- To ensure that all Gifted and/or Talented students are clearly identified and known to all staff
- To ensure that the school caters to the needs of the full ability-range, both within and beyond the curriculum, and that giftedness is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community
- To raise the aspirations of all students through an ethos of high achievement and challenging learning opportunities

We know that many students might have additional educational needs at sometime during their school life. At WSD, we recognise that students have gifts and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning.

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3. Gifted and/or Talented Definitions

GEMS Winchester School Dubai adopts the definitions for gifted and talented students taken directly from the KHDA Inspection Framework, which are based on the Differentiation Model of Giftedness and Talent by Francoys Gagne and align with international best practice.

- **Giftedness** refers to a student who demonstrates untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability, including intellectual, creative, social, physical, or other capacities. Staff must recognise that gifted students may still under achieve despite exceptional potential.
- **Talent** refers to a student who has transformed giftedness into exceptional performance, consistently demonstrating high levels of competence in their specific domain of ability.

Common distinctions between the able and gifted child include:

- An able student knows the answer; the gifted learner asks the questions.
- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well-focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.

- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world.
- 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.

The above distinctions taken from United Arab Emirates School Inspection Framework, UAE Ministry of Education, Department of Education and Knowledge, published in 2017.

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4. Identification of Students

Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socioeconomic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities. Identification could happen through a range of ways including:

- Observations
- Interviews with parents
- Gifted and/or talented screening checklists
- Student interest surveys, self-reports and student interviews
- Standardised attainment tests
- Standardised assessments of cognitive development and ability that can only be administered by psychologists.

Pathway 1 – Academic Gifted/High Potential – CAT4 Assessment:

At GEMS Winchester School we use the Cognitive Abilities Test 4, CAT4, as a foundational measure for identifying intellectual ability in students aged six and above.

We acknowledge that:

- CAT4 measures several elements of reasoning and can indicate innate potential for academic pursuits but must never be used in isolation to identify students for the GEMS Genius Program.
- CAT4 results must be used alongside professional judgement and curriculum-based assessments to develop a full and accurate profile of each student's ability.

When identifying students who may qualify for the GEMS Genius Programme using CAT4 results, we will apply benchmarks aligned to the following guidelines:

1. At least one CAT4 battery score of one hundred and thirty or above
2. An overall CAT4 mean score of one hundred and twenty five or above
3. CAT4 must be moderated with teacher judgement and curriculum based assessment

A CAT4 score is an initial identification indicator and not, in isolation, confirmation of Gifted and/or Talented status. Students meeting the CAT4 threshold will therefore be considered for further review and may initially be placed on the Monitoring List while supporting evidence is gathered.

Pathway 1 – Academic Gifted and Talented – Curriculum-based Assessments

- Curriculum-based assessments including GL Progress Tests, NGRT and mock-assessments that are aligned to the WSD Curriculum and context are also used as a measure of student progress and attainment.
- Analysis of curriculum assessment data should identify students who achieve exceptional results consistently, even if they do not meet the CAT4 thresholds outlined above.
- Where curriculum evidence demonstrates clear high performance within an academic domain, GEMS Winchester School Dubai may identify the student as part of the GEMS Genius programme based on exceptional and sustained achievement.
- Decisions based on curriculum assessment data must be moderated collaboratively with multiple sources of evidence.

Pathway 1 - Academic Gifted and Talented – Professional Judgements

- All assessment-based identification must be moderated using the professional judgement of teaching staff who work closely with the student and have a clear understanding of their learning profile.
- Where discrepancies between identified ability and curriculum performance exist, teachers must adjust planning and provision in line with the provision section to ensure student needs are fully met.
- In the Early Years:
 - Staff should use professional judgement to identify students with potential gifts and talents, recognising that spontaneous and innate abilities often appear during play and early exposure to new learning
 - Teachers must monitor and document early indicators of exceptional potential and ensure those observations inform later identification processes.

Pathway 2 – Gifted and Talented - High Potential in Arabic/Islamic

Students demonstrating exceptional potential or sustained high performance in Arabic and/or Islamic Studies may be considered through a portfolio-based pathway.

Identification will be based on multiple, moderated pieces of evidence collected over time, demonstrating sustained exceptionality rather than a single assessment outcome.

Evidence may include:

- External assessment or standardised assessment results, where available
- Exceptional written work, including essays, extended responses or creative writing
- Speaking, recitation or presentation evidence, such as Quranic recitation, Tajweed, debate or presentation
- Internal assessment and examination outcomes, demonstrating a consistent pattern of very high performance
- External validation, such as competition results, recognised Arabic/Quranic certifications, academy assessments or adjudicated performances
- Teacher referral and professional judgement
- Parent/carer information regarding achievements and participation outside school

Pathway 3 – Talents

Students demonstrating exceptional and sustained performance in a specific area of talent may be considered for Pathway 3. GEMS Winchester School Dubai recognises that gifts and talents may be demonstrated both

within and beyond traditional academic and intellectual domains, including areas such as sport, performing arts, creative arts, leadership, technology and other specialist fields.

Identification will be based on a **portfolio of evidence** demonstrating sustained high-level performance, achievement and/or potential. Evidence may include, where appropriate:

- External validation or achievement
- Competition, performance or participation records
- Specialist assessment or professional feedback
- Teacher or specialist referral
- Parent/carer information
- Student voice
- Evidence of high-level performance, engagement or accomplishment outside the school setting
- Representation at school, local, national or international level

External representation or achievement may form part of the evidence but will **not be the sole criterion** for identification.

Staff acknowledge that non-academic gifts and talents may be more challenging to identify due to limited context, opportunities or specialist knowledge within the school. Therefore, staff should seek and consider **multiple sources of evidence** when making identification judgements.

Teachers and leaders routinely gather information from students and their families regarding performance, engagement, accomplishments and participation beyond the school setting to build a comprehensive profile of each learner's strengths. WSD will maintain clear communication pathways with families to enable the ongoing sharing of achievements, participation in external activities and evidence of high-level performance.

Once a student is identified as demonstrating a gift or talent, whether academic or non-academic, WSD will provide meaningful opportunities for **enrichment, extension, development and recognition** through the GEMS Genius Programme. Students will have access to appropriate pathways, experiences and opportunities that support them in developing and extending their individual strengths and talents.

Monitoring List

Where a student demonstrates an initial indicator of exceptional ability, potential or talent but there is insufficient evidence to confirm formal identification, the student may be placed on the Gifted and/or Talented Monitoring List.

Students on the Monitoring List will:

- Continue to receive appropriate stretch, challenge and enrichment;
- Have relevant evidence gathered over an agreed period;
- Be reviewed against the appropriate identification pathway;
- Be formally identified where the evidence supports this; or
- Remain on the Monitoring List where further evidence is required.

Early Identification and Monitoring

WSD recognises that giftedness and talent may emerge at different stages of development. Students in FS1–Year 3 will not be formally placed on the GEMS Genius Register. However, where a student demonstrates

emerging exceptional ability, high potential or talent, they may be placed on the Gifted and/or Talented Monitoring List.

In the Early Years and younger year groups, where standardised assessment may not be appropriate, identification for monitoring will draw upon professional judgement, observation, curriculum-based evidence and other relevant evidence of the student's strengths and potential. Students on the Monitoring List will receive appropriate stretch, challenge and enrichment, with their progress and development monitored over time.

From Year 4, students may be considered for formal identification and placement on the GEMS Genius Register in accordance with the school's agreed identification pathways and evidence requirements.

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5. Provision for Students

Individualised Challenge Plan (ICP)

Once a student is identified as part of the GEMS Genius Program, an Individualised Challenge Plan, ICP, is created in collaboration with the student, staff who work closely with them, and their family. The ICP should:

- Includes a clear description of the student's identified strengths.
- Document any potential barriers to learning that may affect the student's progress.
- Include specific individual targets linked directly to the student's areas of high potential, talent, or high performance.
- Define strategies, subject adaptations, or actions that will extend learning, promote challenge, and support continued progress.
- Be reviewed at least twice annually to evaluate progress and adjust targets or strategies as needed.

The GEMS Genius Programme coordinator should ensure that all staff who work with the student have full access to the ICP and understand their responsibilities in implementing the identified strategies and adaptations.

Classroom Stretch and Challenge

WSD ensures that the most impactful provision for students within the GEMS Genius Programme is delivered through daily classroom practice and adaptive teaching, including:

- Teachers embedding stretch and challenge routinely and intentionally, based on each student's individual strengths, areas of high potential, and demonstrated performance.
- Providing expanded and enriched learning opportunities that promote rich, creative, and innovative learning experiences for GEMS Genius students.
- Integrated TLAG and RLAG strategies to support high quality challenge and differentiation.
- Staff responding to the individual needs of each student and apply appropriate classroom strategies that support effective differentiation and adaptation for pupils within the GEMS Genius Program.
- Teachers demonstrating consistent use of agreed classroom strategies that promote higher order thinking, independence, creativity, and advanced application of knowledge.

Classroom Strategies

At Gems Winchester School Dubai, we expect our teachers to know the students that they teach and use formative and summative assessments combined with professional knowledge, to pitch learning at an appropriately challenging level. This reflects TLAG Checks for Understanding.

Teachers and staff should:

- Not reserve challenge for the end of a lesson. Students within the GEMS Genius Programme must access deeper level tasks from the outset. This aligns with TLAG Do Now and Stretch It.
- Prioritise independent tasks that require students to apply skills and knowledge in meaningful and sophisticated ways.
- Create opportunities for GEMS Genius students to apply their knowledge creatively and innovatively.
- Integrate TLAG Habits of Discussion and Turn and Talk to support deeper thinking and dialogue with other high ability peers.
- Involve GEMS Genius students in assessing, reflecting on, and planning their learning, ensuring students understand their strengths and their next steps.
- Where appropriate, seek resources and opportunities within the school context to provide accelerated or advanced pathways.
- Maintain an adaptive approach to differentiation. Provision for GEMS Genius learners must be consistent, dynamic, and responsive to ongoing student need, aligning with TLAG Radar and Circulate.
- Use questioning intentionally to extend student knowledge, planning questions that promote higher order thinking and deep reasoning.

Enrichment Opportunities

WSD ensures that:

- Students within the GEMS Genius Programme should be provided with regular opportunities to participate in extension and enrichment activities beyond the core curriculum.
- partnerships with private industry, higher education providers, Centres of Excellence, and community organisations to expose students to new opportunities, expertise, and content.
- access to a variety of enrichment activities, which may include competitions and performance events, Centres of Excellence, workshops, school visits, extracurricular activities, excursions, trips, and technology or innovation related events.
- the annual calendar of GEMS Genius enrichment opportunities, published in conjunction with the GEMS for Life programme, is used to support planning and student participation.

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6. Responsibilities

At GEMS Winchester School Dubai, the GEMS Genius Coordinator holds responsibility for the GEMS Genius provision within the school and works with the Principal, Senior Leadership Team, Heads of Year, and designated subject representatives to implement this policy effectively.

The GEMS Genius Coordinator(s) is responsible for:

- GEMS Genius students are identified using the GEMS Genius criteria
- Maintaining accurate GEMS Genius registers and updating it at least termly
- Ensuring that provision for students within the GEMS Genius Programme is planned intentionally and delivered effectively

- Ensuring that Individualised CHallenge Plans, ICPs, are created, implemented and reviewed for all identified students, and that these plans contain strategies that extend learning and promote challenge
- Monitoring and evaluating the impact of provision for GEMS Genius students to ensure accelerated progress and development
- Ensuring that parents and students are fully informed of progress, provision, and planned next steps.
- Providing professional development opportunities related to GEMS Genius provision to ensure staff are confident and informed.
- The School Self Evaluation, SEF, ensuring it accurately reflects the strengths and areas for development relating to the school's GEMS Genius Provision.
- Ensuring that individual teachers have access to key information regarding GEMS Genius Students so that they are able to plan differentiated and adaptive experiences accordingly.
- Ensuring that students have access to Enrichment opportunities, performances, competitions, Centres of Excellence, and other events that fosters their gifts and talents and provide inspiration.

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7. Links to Other Policies

The school policy on the curriculum embraces WSD's aims and ethos, reflected in its policies and procedures. Key policies which are explicitly linked are:

- Inclusion Policy
- Safeguarding Policy
- Wellbeing Policy
- Learning & Teaching Policy
- GEMS Genius School Checklist (Appendix A)
- Individualised Challenge Plan (Appendix B)

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8. Policy Review

This policy will be reviewed by the Gifted and/or Talented Coordinators and the Senior Director of Inclusion once a year. At every review, the policy will be approved by the schools Executive Leadership Team.

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Appendix A: School Checklist

Schools are expected to demonstrate strong and consistent provision for students within the GEMS Genius Programme so that every learner with high potential is challenged, supported and enriched in meaningful ways. It is essential that their holistic needs are met, including their academic, social and emotional development, since these elements work together to help students thrive and extend their talents.

This checklist outlines the expectations for Identification, Provision and Monitoring in alignment with the UAE School Inspection Framework. Schools must meet all expectations listed within the Acceptable category before they can move forward to Good or higher. If a school does not demonstrate full compliance with the expectations of an earlier level, a higher rating cannot apply. This structure ensures that schools build Genius provision on a secure foundation and offer an environment where students can flourish.

School Inspection Framework 5.2.3

Identification of students with special educational needs, and those who are gifted and/or talented

Judgment	Descriptor	Yes	No
Acceptable	Does your school have a GEMS Genius identification policy aligned with GEMS central criteria.		
	Does your school maintain a GEMS Genius Register?		
	Does your school update the GEMS Genius Register on a termly basis?		
	Does your school use CAT4, curriculum-based evidence, and teacher's professional judgement to identify students?		
	Does your school ensure identification is not based on a single test score?		
	Does your school have evidence to show that they consider students' backgrounds, language profiles, and other barriers to ensure identification is fair and inclusive?		
	Does your school gather information from students and families when relevant (performances, competitions, external assessments)?		
	Does your school communicate identification decisions to parents and students?		
Good	Does the school use multiple validated identification tools (CAT4 patterns, performance data, checklists, interviews)?		
	Does the school regularly review students at risk of being overlooked due to language, SoD, or lack of engagement?		
	Does the school ensure teachers understand the identification criteria and contribute consistently to the GEMS Genius Register?		
	Does the school use student voice and student agency to deepen understanding of strengths and interests?		
Very Good	Does the school show that identification is consistent, proactive, and early, including in FS and early primary where formal testing may not yet be appropriate?		
	Does the school show that the GEMS Genius Register demonstrates appropriate breadth across multiple domains (ie academic, creative, leadership, technical, sports)?		
	Do staff receive ongoing training on recognising high potential across cultures, languages and disciplines?		
	Does the school identify students at the cusp of eligibility and offers pre-Genius enrichment pathways?		
Outstanding	Does the school show that the identification processes used are highly robust, research aligned, and show clear evidence of equity and precision?		
	Does the school actively seek out underrepresented groups and demonstrates measurable success in equitable identification?		
	Does the school have evidence that students are frequently able to evidence strengths through authentic performance opportunities, and this informs identification decisions?		
	Does the school have evidence that the GEMS Genius Register is highly accurate, dynamic, and consistently validated through progress patterns over time?		

School Inspection Framework 5.2.4

Support for students with special educational needs, and those who are gifted and/or talented

Judgement	Descriptor	Yes	No
Acceptable	Does your school have evidence that they provide routine stretch and challenge in classroom lessons for all GEMS Genius students?		
	Does your school have an Individual Challenge Plan (ICP) for every student on the GEMS Genius Register?		
	Does your school ensure that every ICP includes strengths, barriers, targets, strategies and review dates?		
	Does your school offer enrichment opportunities (ECAs, competitions, workshops) targeted to GEMS Genius students?		
	Does your school modify curriculum tasks for high potential learners through complexity, depth, and/or pace?		
	Does your school have evidence that the ICP targets have been shared with all relevant teachers?		
	Does your school have evidence that the ICP targets have been implemented?		
Good	Does your school's classroom strategies regularly include higher order questioning, problem solving, independent inquiry and accelerated content?		
	Does your school have evidence that teachers routinely use TLAG and RLAG aligned strategies that embed challenge from the start?		
	Does the school ensure Genius students have access to domain specific enrichment aligned to their strengths?		
	Does the school have evidence that the ICPs include measurable, ambitious but realistic targets that are reviewed at least twice annually?		
Very Good	Does the school have evidence that the genius provision is consistent across subjects, and is not dependent on individual teachers or departments?		
	Does the school have evidence that the ICPs clearly drive curriculum shaping, and are not simply enrichment add ons?		
	Does the school show that students regularly engage in authentic, creative or technical challenges that deepen expertise?		
	Does the school have evidence that teachers adapt planning dynamically in response to formative assessment?		
	Does the school have pathways for accelerated learning, early entry routes, or advanced coursework where appropriate?		
Outstanding	Does the school show that curriculum modification is highly personalised and shows clear alignment with talent domain (academic, artistic, technical, athletic, or other areas)?		
	Does the school have evidence that GEMS Genius students demonstrate exceptional levels of problem solving, creativity, innovation and independent learning?		
	Does the school provide genius students access to specialist mentors, industry partners, Centres of Excellence and university style learning experiences?		
	Do the ICPs demonstrate strong impact and student ownership, with students contributing to target setting and reflection?		
	Does the school have evidence that the provision is embedded, strategic, and transformational, not episodic or dependent on individual staff members?		

School Inspection Framework 5.2.5

Guidance and support for all students

Judgement	Descriptor	Yes	No
Acceptable	The school tracks progress of all GEMS Genius students using abilities, attainment, and curriculum performance.		
	The school records monitoring notes and update ICPs accordingly.		
	Does the school gather teacher insights each term regarding Genius students' progress and wellbeing?		
	The school maintains accurate records of any enrichment or extension activities accessed by the students.		
	Does the school have evidence that the interventions used demonstrated some positive impact on students?		
Good	Does the school have evidence that data for Genius students is analysed across different groups (gender, language, SEND overlap, domain of talent)?		
	Do school leaders evaluate whether provision is improving progress and adjust programming accordingly?		
	Do students and parents provide feedback on ICP strategies and enrichment value?		
	Does the school have evidence to show that monitoring identifies barriers early and triggers timely support?		
Very Good	Does the school show that internal tracking demonstrates most Genius students make accelerated progress within their talent domain?		
	Does the school triangulate multiple evidence sources including work scrutiny, lesson visits, assessment data and student voice?		
	Do school leaders provide staff coaching focused on improving Genius provision when monitoring indicates need?		
	Are enrichment participation patterns reviewed regularly for equity and impact?		
Outstanding	Does the school have evidence to show that tracking is highly sophisticated, predictive, and used strategically for school improvement?		
	Does the school have evidence to show that the majority of Genius students show sustained, exceptional progress, and talent development is clearly observable in outcomes?		
	Does the school systematically capture leavers' destinations, competition outcomes, exhibitions, publications, performances or other demonstrable achievements?		
	Does the school's internal monitoring show clear evidence that curriculum modifications and enrichment partnerships lead to transformational learning?		
	Does the school show that the evaluation of the GEMS Genius provision is deeply embedded in the SEF and improvement planning?		

GEMS Genius - Challenge Pathway (ICP)

Student Information

Student's name:		Date of plan:	Student's Photo
School:	Grade/Year level:	Date for review:	
Date of birth:	Student ID:	Teacher's Name:	
First Language:	Nationality:		



Lead Professional:

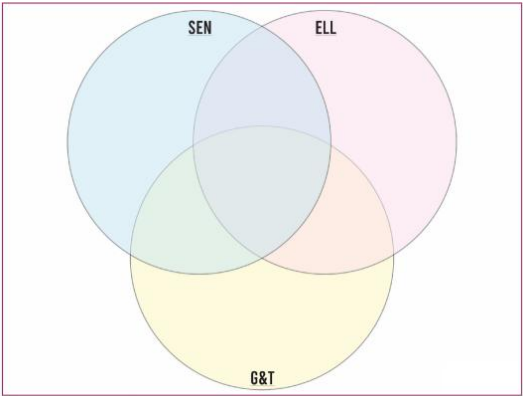
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

Assessment Data:
CAT4

VR	NVR	QR	SR	Mean

PASS

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Specific Areas of Strength

Which specific areas of strength does the pupil have that has led to an identification of Gifted and Talented? Include any relevant assessment information.

Pupil Voice

I feel my strengths are...

I learn best when....

I would like to try....

Some things I find difficult are...

I would like my teachers to know that...

School Provision

What will the school do to meet the needs of the pupil?

Specific Interventions / Actions	Led By	Resources Required	Date of expected implementation

Targets

The targets should be generated in conjunction with the pupil, their parents or carers and the key staff working with the pupil. The targets should be have a clear review schedule and should be measurable. There is space for 5 targets, but this can be altered to suit the needs of the pupil.

Key:  Goal achieved – new goal, teaching strategies and supports required
 Still working on goal – review teaching strategies and supports required
 Goal no longer relevant – new goal, teaching strategies and supports required

GOAL # _1_____ Subject:	DATE			
		☐	☐	☒
GOAL # _2_____ Subject:	DATE			
		☒	☐	☐
GOAL # _3_____ Subject:	DATE			
		☒	☐	☐
GOAL # _4_____ Subject:	DATE			
		☐	☐	☐
GOAL # _5_____ Subject:				
		☐	☐	

Additional comments: e.g. What is working well or not working well? Should goals be modified? Should the strategies be continued, revised, or replaced?

SIGNED BY

Signature: Lead Professional _____ Date: _____

Teacher _____ Date: _____

Parent _____ Date: _____

☐ Student consulted

Date of next meeting: