مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

Gifted and Talented Policy
Primary School

USI vision: to prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.

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Introduction

This policy outlines our commitment to providing a rigorous and challenging curriculum for all students, including those with exceptional gifts and talents. At United School International (USI), we believe that every student deserves the opportunity to reach their full potential. Gifted and Talented (G&T) students have unique needs that require targeted support, challenge, and enrichment.

Our approach ensures equity across all student groups, including those with Special Educational Needs (SEN) and English as an Additional Language (EAL). We recognise that giftedness and talent can present differently across cultures, languages, and learning profiles, and we commit to identifying and supporting these students consistently and fairly.

Aims

The aims of this policy are:

- To ensure that Gifted and Talented students experience a challenging, stimulating, and enriched curriculum both within and beyond the classroom.
- To foster an inclusive environment that recognises, nurtures, and celebrates exceptional abilities in all students, regardless of background or additional needs.
- To balance high expectations with appropriate support so that Gifted and Talented students thrive academically, socially, and emotionally.
- By ensuring that the curriculum and learning experiences are tailored to the needs of our most able students, we strive to help them excel academically, socially, and emotionally.

Definitions

Gifted students: Students who demonstrate exceptional intellectual or academic ability, typically performing within the top 5–10% of their cohort. Indicators include:

- CAT4 Standard Age Score (SAS) of 130+ in one or more areas (verbal, non-verbal, quantitative, spatial). Exceptionally gifted students may score 140+.
- Academic attainment significantly above age expectations.
- Rapid concept mastery, high-level reasoning, or exceptional problem-solving ability.

Talented students: Students who demonstrate outstanding performance in creative, artistic, leadership, or physical fields, often at a level significantly beyond their peers. Indicators include:

- Consistently exceptional achievement in art, music, drama, dance, or sport.
- Recognition in competitions, performances, or leadership roles (internal or external).
- High creativity, originality, and perseverance within their field of talent.

Gifted and Talented (G&T): Students may fall into one or both categories, requiring an individualised approach.

Objectives

In line with our aims, the objectives of this policy are to:

1. Support Gifted and Talented students through high-quality teaching, differentiated instruction, and enrichment opportunities.
2. Ensure that all students are provided with challenge across the curriculum, progressing at a pace that matches their ability.
3. Provide extra-curricular and super-curricular opportunities that extend learning, encourage creativity, and foster independence.
4. Monitor progress rigorously, ensuring accountability at all levels (teachers, Heads of Department, and leaders).

Identification of Gifted and Talented Students

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Identification is systematic, evidence-based, and continuous. Students' abilities may emerge or develop at different times, so processes remain open and inclusive.

Identification of Gifted and Talented Students

The identification of G&T students in USI is systematic, evidence-based, and continuous. Students' abilities may emerge or develop at different times, so processes remain open and inclusive.

Identification criteria include:

1. **Standardised Testing**:
    - CAT4 SAS of 130+ indicates giftedness; 140+ indicates exceptional giftedness.

2. **Academic Data**:
    - Two or more assessment points (internal or external) placing the student within the top 5–10% of their cohort.
3. **Teacher Nomination**:
    - Supported by evidence (e.g., assessment data, competition results, portfolios). Nominations must be submitted via the G&T Identification Form (Appendix 2).
4. **Extracurricular Talents**:
    - Recognition of exceptional ability in arts, music, drama, dance, sport, or leadership roles. Evidence may include competition success, performances, or external qualifications.

Review cycle:

- Termly review by Heads of Department.
- Annual review by the Leadership Team to update the G&T Register.
- Parental and student input actively considered.

No student should be overlooked, and underachievement must not mask high potential.

Academic Support

Teachers' Responsibility

Teachers will:

- Identify G&T students clearly on seating plans and within lesson planning.
- Provide consistent stretch and challenge through:
    - **Extended tasks** requiring higher-order thinking.
    - **Tiered assignments** with increasing levels of complexity.
    - **Independent study/research opportunities** aligned to student interests.
    - **Leadership/mentoring roles** to develop collaboration and communication.
- Evidence provision for G&T students in lesson evaluations and student work.

Middle Leaders

Middle leaders will:

- Ensure their curriculum offers challenge and enrichment for G&T students.
- Support class teachers to develop an Individual Education Plan for the G&T students.
- Embed **super-curricular opportunities** (competitions, lectures, masterclasses).
- Monitor provision and progress of G&T students within their subject.
- Conduct a **termly review** and submit an annual report to Leadership.

Senior Leaders' Responsibility

School leaders will:

- Maintain and monitor the G&T Register.
- Track G&T students' academic performance, engagement, and enrichment participation.
- Oversee teaching quality for G&T provision via observations, learning walks, and feedback.
- Report annually to stakeholders on the impact of G&T provision.

Pastoral Support

Gifted and Talented students may face unique pressures, including perfectionism, underachievement, or external commitments (e.g., international competitions). The pastoral team will:

- Provide flexibility with deadlines where necessary.
- Support students returning from absences with catch-up plans.
- Work with parents to balance academic and external commitments.
- Ensure wellbeing and mental health support is accessible.

Additional Opportunities

The school is committed to providing additional experiences that extend beyond the curriculum, including:

- Academic trips, visits, and partnerships with universities or institutions.
- Opportunities in national and international competitions, performances, and sporting events.
- Super-curricular challenges encouraging critical and creative thinking.

These experiences broaden horizons and nurture global awareness, leadership, and personal growth.

Review and Evaluation

This policy will be reviewed annually by the Leadership Team.

Evaluation will include:

- Data analysis of G&T student progress.
- Feedback from students, parents, and staff.
- Review of enrichment and super-curricular opportunities.

Adjustments will be made to ensure the policy continues to raise standards and meet student needs.

This policy was last updated September 2025 and will be reviewed and updated in September 2026.

Appendix 1- Characteristics of Gifted and Talented Students

Gifted (Academic Excellence)

Gifted learners are defined as those with exceptional academic abilities, who often perform well above age-related expectations in traditional school subjects such as English, Mathematics, Science including STEM and Arabic.

Gifted (Academic Excellence)

- CAT4 SAS ≥130 in one or more areas.
- Consistently high academic attainment (top 5–10%).
- Rapid mastery of new concepts, strong reasoning and analysis.
- High curiosity, creativity, and independent learning drive.
- Strong memory and ability to connect knowledge across subjects.

Talented (Creative, Artistic, or Physical Excellence)

Talented learners excel in areas beyond traditional academic subjects, demonstrating outstanding performance in the creative arts, sports, music or leadership roles.

Talented (Creative, Artistic, or Physical Excellence)

- Exceptional performance in art, music, drama, dance, or sport.
- Recognition in competitions, performances, or leadership roles.
- Creativity, originality, and determination in their field.
- Strong teamwork and leadership in talent domains.

Overlap: Some students may be both gifted and talented, requiring dual provision.

Appendix 2- Gifted and Talented Student Identification Form

Teacher Information

- Teacher Name: _____
- Subject/Class: _____
- Date: _____

Student Information

- Student Name: _____
- Year Group: _____

Section 1: Gifted Identification (Academic)

Please tick all that apply:

- ☐ CAT4 Standard Age Score (SAS) of **130 or above** in one or more areas:
    - ☐ Verbal Reasoning
    - ☐ Non-Verbal Reasoning
    - ☐ Quantitative Reasoning
    - ☐ Spatial Awareness
- ☐ Consistently performs in the **top 5–10% of cohort** in core subjects (English, Mathematics, Science, STEM, or Languages).
- ☐ Demonstrates exceptional **problem-solving and critical thinking skills**.
- ☐ Shows strong **memory retention** and ability to apply knowledge in new contexts.
- ☐ Other (please specify): _____

Section 2: Talented Identification (Creative/Physical/Leadership)

Please tick all that apply:

- ☐ Consistently demonstrates exceptional talent in:
    - ☐ Art
    - ☐ Music
    - ☐ Drama
    - ☐ Dance
    - ☐ Sport/Physical Education
    - ☐ Leadership (e.g. team captain, project leader)
    - ☐ Other (please specify): _____
- ☐ Frequently excels in **competitions, performances, or external recognition**.
- ☐ Produces highly **creative and original work**.
- ☐ Demonstrates strong **commitment, perseverance, and leadership** within the talent area.

Section 3: Additional Evidence (Teacher Comments)

Please provide at least one specific example of the student's performance:

- _____
- _____

Section 4: Parent/Guardian Information (if applicable)

Has the parent/guardian shared additional evidence of achievements outside school (e.g., competitions, awards, private lessons)?

- ☐ Yes
- ☐ No
  If yes, please provide details:

_____

_____

Teacher Signature: _____
Date: _____