

GIFTED & TALENTED POLICY

AMITY MISSION STATEMENT

It is our mission to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

Amity International School (AIS) aims to serve all its pupils by preparing a diverse range of courses, programmes, resources and facilities that serve pupils' individual talents and interests and help them secure the best chance of success and happiness in both their professional and personal lives.

RATIONALE

This policy provides a comprehensive framework for identifying, supporting, and nurturing gifted and talented students (G&T). It ensures that all staff, students, and parents are aligned in promoting these students' strengths, helping them maximise their potential in a balanced and inclusive environment. As part of our whole-school ethos, we are committed to providing appropriate challenge for all learners, ensuring that every student is encouraged to think deeply, grow confidently, and achieve excellence.

PURPOSE

The purpose of this policy is to:

- Define the characteristics and needs of G&T students
- Ensure a collaborative approach to the identification and provision for G&T students
- Provide clear guidelines and practices for differentiated instruction and enrichment opportunities
- Ensure that G&T students receive appropriate support and challenge across all areas of the curriculum

DEFINITIONS

- **Gifted Students:** Those with exceptional abilities in academic subjects, performing significantly above their peers.
- **Talented Students:** Those demonstrating outstanding ability in creative arts, music, drama, sports, or leadership.

AREAS OF GIFTED AND TALENTED

Students identified as G&T at AIS may excel significantly beyond their peers in one or more of the following areas:

- **Intellectual ability** – Demonstrating advanced cognitive skills, reasoning, and problem-solving.
- **Subject-specific aptitude** – Excelling in particular academic disciplines, such as science or mathematics.
- **Social, maturity and leadership** – Displaying strong leadership qualities, teamwork, and interpersonal skills.
- **Creative and Performing arts** – Demonstrating exceptional talent in art, theatre, recitation, music, or creative fields.
- **Psychomotor ability** – Exhibiting outstanding skills in sports or physical performance.
- **Mechanical/Technical Ingenuity** – Demonstrates ability in design, robotics, or hands-on problem solving

ROLES AND RESPONSIBILITIES

Principal will:

- Provide overall strategic leadership for the Gifted & Talented (G&T) programme.
- Support the Head of Inclusion and Phase-Specific G&T Leads by allocating resources, staffing, and time for professional development.
- Oversee whole-school implementation of the G&T policy and ensures it aligns with ADEK regulations.

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- Promote a school-wide culture of high expectations and excellence for all students.

Head of Inclusion will:

- Oversee the implementation of the G&T policy.
- Conduct termly classroom observations to monitor the provision and support in place for G&T students.
- Ensure that G&T policy and practice are implemented consistently across the school.
- Maintain an accurate register for G&T students across the school.

Phase Specific and PE G&T leads will:

- Oversee ALP development only after final placement on the G&T Register.
- Provide guidance and training to teachers to ensure ALPs contain challenging, personalised learning objectives.
- Conduct mid-year and annual ALP reviews to ensure they remain relevant and effective.
- Oversee Minerva and enrichment programmes
- Track the progress of students who are G&T, ensuring that interventions and support are impactful.

Year Group Leaders and Subject Leaders will:

- Review teacher referrals before the Head of Inclusion verification to confirm alignment with whole-school criteria.
- Lead progress meetings to ensure G&T students are being challenged appropriately.
- Ensure lesson planning includes clearly defined learning objectives that identify challenges and opportunities for G&T learners.
- Advise teachers on subject-specific strategies to extend and challenge G&T students.
- Work closely with teachers to create the development of ALPs, ensuring they are both ambitious and achievable.
- Communicate regularly with Phase G&T Leads, updating them on progress, challenges, and additional support needs.

Teachers will:

- Submit referrals to the Head of Inclusion with supporting evidence (e.g., assessments, project work).
- Develop ALPs only after students are formally placed on the G&T Register.
- Implement ALPs in lessons, ensuring differentiation and enrichment.
- Provide regular feedback to Phase G&T Leads regarding ALP effectiveness and student progress.

Students will:

- Take ownership of their learning by engaging in ALP goals and enrichment activities.
- Actively participate in competitions, leadership roles, and academic projects.
- Seek feedback and support from teachers and G&T Leads to maximise their potential.
- Demonstrate commitment and motivation, embracing challenges with a positive mindset.

Parents will:

- Support their child's learning by encouraging engagement with ALP goals and school enrichment opportunities.
- Communicate with teachers about their child's strengths, challenges, and progress.

MONITORING AND REVIEW

- The G&T register is reviewed annually, ensuring students continue to meet the criteria.
- ALPs are formally reviewed twice a year (mid-year and end-of-year). Adjustments are made based on student performance, engagement, and progress.
- Phase-specific G&T Leads track student progress and provide ongoing training to teachers on ALP implementation.
- The Head of Inclusion ensures quality assurance through periodic classroom visits and ALP evaluations.

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APPENDICES

Appendix One: IDENTIFICATION

At AIS, we are committed to the early and ongoing identification of G&T students and to ensuring they receive appropriate challenges and support in accordance with best practices (NACE, n.d.).

ADEK defines G&T students as individuals who demonstrate exceptional abilities and talents, academically or in a specific field. These students possess outstanding potential, enabling them to perform at a high level, but are not classified under Special Educational Needs (SEN). Their unique capabilities require specialised support and enrichment within mainstream education to ensure continuous challenge and engagement.

IDENTIFICATION PRINCIPLES

AIS follows the NACE-recommended whole-school approach, which ensures that:

- G&T provision is embedded across the curriculum, rather than being an isolated programme.
- A broad and inclusive definition of giftedness is applied, ensuring talents across multiple domains are recognised.
- Students are identified through multiple pathways, rather than relying solely on test scores.
- Identification is an ongoing process, allowing flexibility as students' needs evolve.

MULTIPLE PATHWAYS FOR IDENTIFICATION

The identification process at AIS is ongoing and collaborative, involving teachers, support staff, parents, and students. We use a broad and flexible model to ensure fair and accurate identification of G&T students, allowing for regular review and adaptation.

1. Formal Assessments (Objective Data Collection)

- GL CAT4 assessments – A mean score of 127+ is a key indicator.
- Standardised assessments – Students scoring above the 90th percentile in cognitive or subject-specific tests (e.g., GL CAT4, internal baseline tests).

2. Teacher Nominations (Classroom-Based Identification)

- Teachers nominate students with exceptional academic performance, problem-solving, or creativity.
- Students must consistently accomplish high standards in classwork, projects, and assessments, as well as meet subject-specific benchmarks

3. Identified scholars (Secondary)

- Students selected for the Scholarship Programme based on exceptional academic achievement, leadership potential, or outstanding performance in specific disciplines.
- Students enrolled in the Minerva Programme who demonstrate advanced cognitive ability, interdisciplinary thinking, and a capacity for extended research or creative inquiry.

4. External nominations

- External organisations can nominate students based on demonstrated academic, creative, leadership, or athletic talents.
- Supporting evidence is required (e.g., awards, achievements, portfolio of work, or external recognition).

Appendix Two: Provision for G&T Students

Lower Primary

- Open-ended tasks and higher order thinking activities that encourage deeper learning
- Opportunities for leadership in school-wide activities such as House Captains and School Council
- Support for Twice Exceptional (2E) students through the learning Support Department
- Invitation to Minerva CCAs to challenge and offer opportunities for extension

Upper Primary

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- Open-ended tasks and higher-order thinking activities that encourage deeper learning
- Opportunities for leadership in school-wide activities such as House Captains and School Council
- Support for Thrice Exceptional (3E) students through the Learning Support Department
- Invitation to Minerva CCAs at lunch time and after school to challenge and offer opportunities for extension
- Specialist teachers for subjects like Sailing, Music, PE, Computing and Modern Foreign Languages

Secondary

- Differentiated instruction with tailored extension work and advanced learning materials
- Opportunities for extracurricular enrichment through activities like Model United Nations (MUN), Duke of Edinburgh, and subject-specific Olympiads
- Participation in leadership roles and student-led initiatives

Appendix Three: Advanced Learning Plan (ALP)

The ALP is a personalised document designed to support G&T students by outlining their strengths, areas for development, and tailored learning opportunities. It ensures that students receive appropriate challenges and enrichment within their regular curriculum.

- The ALP is an individualised roadmap that details specific learning goals, differentiation strategies, and enrichment activities to extend and challenge high-ability students.
- The ALPs are only developed after a student is formally placed on the G&T Register. Teachers create the ALP with support from Year Group Leaders, and the Phase-Specific G&T Lead reviews it to ensure it aligns with school-wide expectations.
- Teachers embed ALP strategies into daily lessons through differentiated instruction, extension tasks, and higher-order thinking activities. The Head of Inclusion oversees ALP monitoring, ensuring it is reviewed mid-year and annually to assess student progress.
- Once an ALP is in place, parents are informed and encouraged to support their child's learning goals and enrichment activities outside the classroom.

Appendix Four: Twice Exceptional (2E) Students

Twice Exceptional students demonstrate both high academic abilities and specific learning challenges. These students are supported with tailored interventions to ensure they thrive in both academic and personal growth.

- Twice Exceptional (2E) Students: Those who are both gifted and have additional learning needs (e.g., ASD, ADHD, Dyslexia) requiring specialised support.

Appendix Five: Roles and Responsibilities Flow Chart

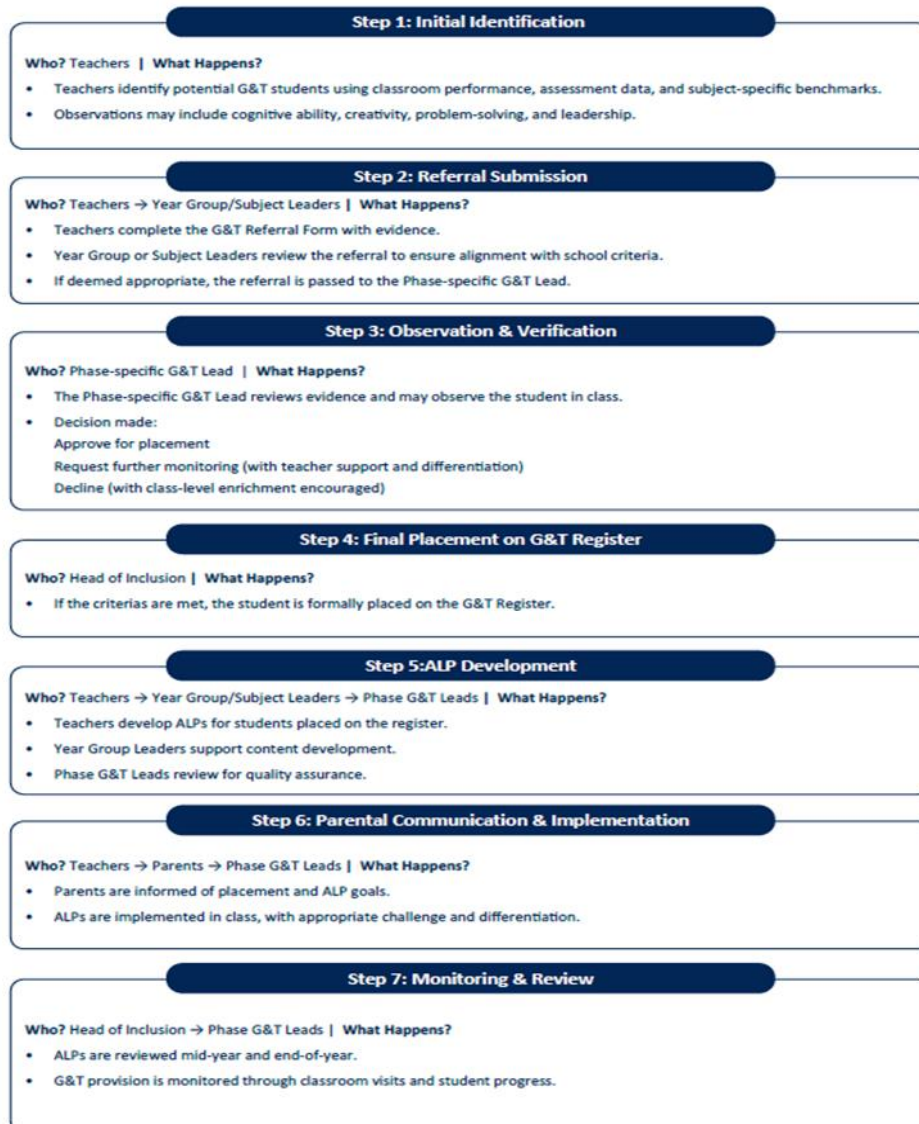
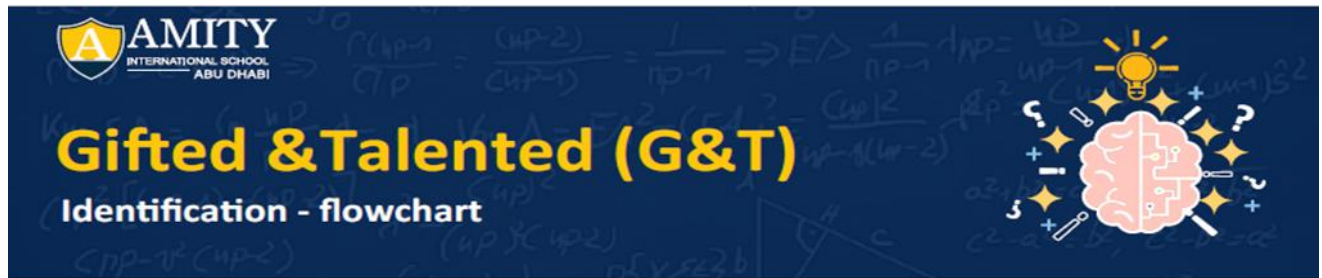


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Appendix Six: Identification Flow Chart



References:

NACE (National Association for Able Children in Education), n.d. *Whole school approach to more able learners*. Available at: <https://www.nace.co.uk> [Accessed 12 March 2025].

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