


**RAHAINTERNATIONALSCHOOL**  
**KHALIFACITYCAMPUS**

**POLICIES**

Policy title	Gifted, Talented and Exceptionally Able Learners Policy
Policy number	KCC_POL_GTEA_01
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Approving Committee	Name	Signature
Principal	Peter Taylor	

## 1. Rationale

- In accordance with our mission, we believe that every learner possesses a unique combination of interests and abilities, and through the implementation of this policy we seek to create an inclusive and supportive environment that fosters knowledge, courage and connection. We are committed to unlocking the unique potential in all.
- In the development of this policy, we have drawn from Gagne's Differentiated Model of Giftedness and Talents (DGMT) which embraces the notion of 'gifts' as innate abilities that can be nurtured into 'talents' through deliberate cultivation and skill development in conventional academic subjects and practical (non-academic) domains.
- We recognise the intricate interplay of individual students' strengths and areas in need of improvement and acknowledge that students might excel in one domain while facing challenges in another; for some students, specialised support in their non-exceptional domains might be the most effective approach to nurturing their overall potential. We emphasise the importance of developing a robust data and assessment policy that supports the acquisition and sharing of the institutional **knowledge** needed to tailor provisions to each student's unique profile.
- In our pursuit of providing enriching experiences for all students, we acknowledge that those who possess exceptional abilities may require resources that would be unsuitable or impracticable for the general cohort. Our **commitment** to equity underpins the need to accommodate these specialised arrangements and ensure that every student thrives.
- We are committed to ensuring that the makeup of our gifted and talented cohort is not skewed by societal or personal preconceptions, and we strive to create an inclusive environment where every student's unique strengths are recognised and nurtured, regardless of their background or cultural context. By applying rigorous evaluation criteria and providing ongoing training to our educators, we aim to minimise the impact of bias and prejudices, while promoting fairness and equity in the identification process.

## 2. Aims of the policy

- The primary aim of this policy is to describe the structure of the KCC enrichment program, including the contribution of in-class, co-curricular and extra-curricular provision.
- In pursuit of this goal, we aim to establish working definitions relating to giftedness, talents and enrichment.
- We also aim to identify the roles of key stakeholders in the processes of identification, monitoring and support of exceptionally able students. Finally, we outline the role of leadership in reviewing the policy and evaluating its implementation.

## 2. Definitions

- **Gifted:** "...students who demonstrate exceptional ability in one or more domains." ADEK Inclusion Policy (2023)
- **Talented:** "...a student who has been able to transform their 'giftedness' into exceptional performance" UAE School Inspection Framework (2015)
- **Twice Exceptional** – Students who are both gifted and/or talented and have other additional learning needs.
- **More able:** demonstrates knowledge, understanding and skills that are advanced in comparison to peers in the same class/school.
- **Exceptionally able:** demonstrates knowledge, understanding and skills that are advanced in comparison to peers *nationally*.
- For the purposes of this policy, the term **"exceptionally able"** will be used in place of **"gifted and talented"**, as it more accurately reflects the school's approach to identifying and supporting students with advanced abilities. This aligns with our commitment to fostering an inclusive learning environment while maintaining consistency with broader educational standards. The terms **"exceptionally able"** and **"more able"** also remove the need to distinguish whether the ability is innate or learned; what matters is that the ability is present and can be nurtured to its fullest potential.

## 3. Identification

### 4.1 Cognitive Abilities Testing

Students in **grades 2–10** complete **CAT4 assessments** as part of the admissions process or during the first term after enrollment. These tests are re-administered every **2–3 years**.

- **Exceptionally Able in Mathematics:** SAS of **127+** in the **Quantitative Reasoning** battery.
- **Exceptionally Able in Languages:** SAS of **127+** in the **Verbal Reasoning** battery.
- **Exceptionally Able in General:** SAS of **127+** in **two or more CAT4 batteries**.

### 4.2 Attainment Data

4.2.1 Student who have scored a 7 on the IB 1–7 scale for two consecutive years within a subject are identified as exceptionally able for that subject.

### 4.2 Staff Nomination

4.2.1 Teachers and learning assistants who observe traits of exceptional ability may complete an Exceptionally Able Learner Identification Form, which will be reviewed by the senior leadership team to assess whether students meet the criteria for being exceptionally able.

#### **4.3. Parent Nominations**

4.3.1 All parents will receive an email regarding identification and provision for exceptionally able learners.

4.3.2 Senior leadership team in each school determine whether the students meet the criteria for being an exceptionally able student.

### **5. Provision**

Students will be targeted for intervention based on the outcomes of the evaluation and monitoring processes.

5.1 Wave 1: Universal – The Universal Design for Learning model is an approach to adaptive teaching supports high quality for all students and provides a framework for extending classroom activities for the more and exceptionally able students.

5.1.1 Teachers plan multiple means of engagement and provide opportunities to link new learning to individuals' special interests.

5.1.2 Teachers plan for multiple means of representation (ways of displaying information); this may have particular importance for students who are twice exceptional (high functioning in some areas with significant weaknesses in others).

5.1.3 Teachers provide opportunities for multiple means of expression. This practice will be used by teachers to leverage strengths, but also as a means to challenge underdeveloped skills in gifted students.

5.2 Wave 2: Exceptionally able students – Students are supported to create personal development targets; progress against these targets is reviewed twice each term by PYP homeroom teachers and MYP and DP mentor teachers. Students are directed towards and given priority access to extra-curricular opportunities that relate to their own personal development goals.

5.3 Wave 3: Exceptionally able students with a cause for concern – students who are under-attaining or present with low wellbeing scores are partnered with a staff mentor; personal development goals are reviewed monthly.

### **6. Monitoring and Evaluation**

#### **6.1 Monitoring**

6.1.1. Each term, an Exceptionally Able Learner's Progress session is conducted to review individual student achievements and address any academic challenges for students in each grade level.

## **6.2. Evaluation**

6.2.1 Assessment data, wellbeing data, and progress session feedback scores are used to evaluate student success – see Appendix ii – students success matrix.

6.2.2 Students with the lowest scores are prioritised for one-to-one intervention (Wave 3).

## **7. Roles and Responsibilities**

7.1 Senior Leadership Team – oversee the strategic planning of the policy, budgeting, professional development; the allocation of resources; and the biannual evaluation of provision.

7.2 Gifted and Talented coordinator – provide guidance on best practices for provision for exceptionally able students; plan and facilitate the termly student success sessions; Engaging with parents and the broader school community to communicate the goals and successes of the exceptionally able learners.

7.3 Teachers – participate in the identification and ongoing monitoring processes; review the relevant outputs of the monitoring and review processes and integrate provisions into lessons.

7.4 Mentors – Provide individual guidance and support to gifted and talented students, helping them to navigate both academic and personal growth challenges.

## **8. The Review Process**

8.1 Provision is evaluated at the end of each semester.

8.2 The institutional Quality Standards framework is used to capture evidence and support the action planning around the following key areas: standards of progress; effective provision in the classroom; identification; assessment; transfer and transition; curriculum; leadership; monitoring and evaluation; policy; school ethos and pastoral care; staff development; community engagement; learning beyond the classroom; and resources.

## Revision Log

Date	Changes	Reviewed By
25 April 2025	Reviewed and approved by the principal	Abigail Fishbourne
August 2025	Reviewed and signed by the principal	Peter Taylor