

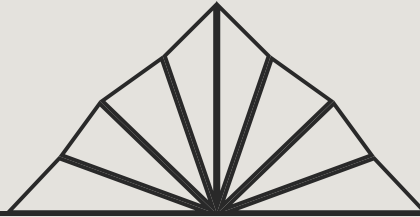


Sharjah American  
International School

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2024 . 2025

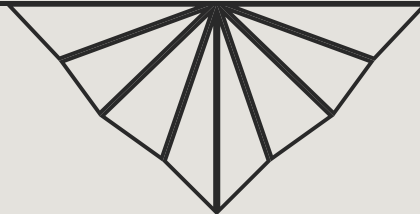
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**G I F T E D   &  
T A L E N T E D  
P O L I C Y**

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Abu Dhabi branch

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First review: January 2024

Next review: January 2025





## PURPOSE

At Sharjah American International School of Abu Dhabi, we are committed to fostering an inclusive and nurturing environment where every student can thrive. Our teaching and learning strategies are designed to help each student achieve their highest potential, in alignment with our vision, mission, and values.

We ensure that all students have full access to diverse learning opportunities, and our dedicated teachers strive to support every student in reaching their full potential, regardless of race, age, or ability. This commitment not only promotes self-fulfillment but also prepares our students to become active, responsible members of society. Our mission is to celebrate and nurture the unique individuality, gifts, and talents of each student, fostering a community of respect, collaboration, and academic excellence.

## POLICY AIM

SAIS-AD aims to:

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for 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 aspirations of all students through an ethos of high achievement and challenging learning opportunities.

We know that many students will have additional educational needs at some time during their school life. At SAIS-AD 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.

Gifted and Talented

Definition of Gifted and Talented:

"The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

- The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. 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.

## DEFINITIONS

### Giftedness

a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities.

### Talented

a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted.

Common distinctions between the able and gifted child include:

- An able student knows the answer; the gifted learner asks the questions.
- 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.

- 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.

## IDENTIFICATION OF GIFTED

Gifted and talented students at SAIS-AD are considered to be students of high ability who are judged as showing outstanding skill in one or more of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical and artistic ability.

Students are identified in the following ways:

Academic Gifted:

- Students with a CAT4 score of 119-122 show potential at being gifted.
- Students with a CAT4 score of 123-126 are gifted
- Students achieving 71-80 in MAP
- Students must achieve 95% or above in the internal assessments.
  
- For transfer students/new joiners, their initial internal exams and college board exams and a GPA of 95 and above, for use as data triangulation, will be used as classification

## IDENTIFICATION OF TALENTED

Non-Academic: Talented:

- Students are being identified in the areas of Performing Arts, Technology, Physical Education and Visuals Arts.

Each subject has a separate criterion for identifying students in four separate levels.

- Bronze: Represents themselves in school
- Silver: Represents the school
- Gold: Represents the community
- Platinum: Represents the country

In Academic Year 2024-2025, students will be identified in academic subjects across Key Stage 3, 4 and 5. Each subject has identified a separate criteria for their own specific subject which relates to the abilities and identification process in that subject.

Referral by teachers of students with explicit higher ability

Teacher Observation/Checklists/Survey

Internal assessment results (School based summative and formative assessments)

Parent nomination with supporting documentation

Previous school records, at time of admission

School assessment data using CAT 4 and other external assessments (EMSAT, MAP, IELTS, PISA, TIMMS, etc.)

As some Gifted and Talented students struggle to perform well in standardized tests, Learning Support Staff can aid in profiling

Awareness of EAL students (English as an Additional Language) who may not be proficient with the English language to be easily identifiable.

Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning

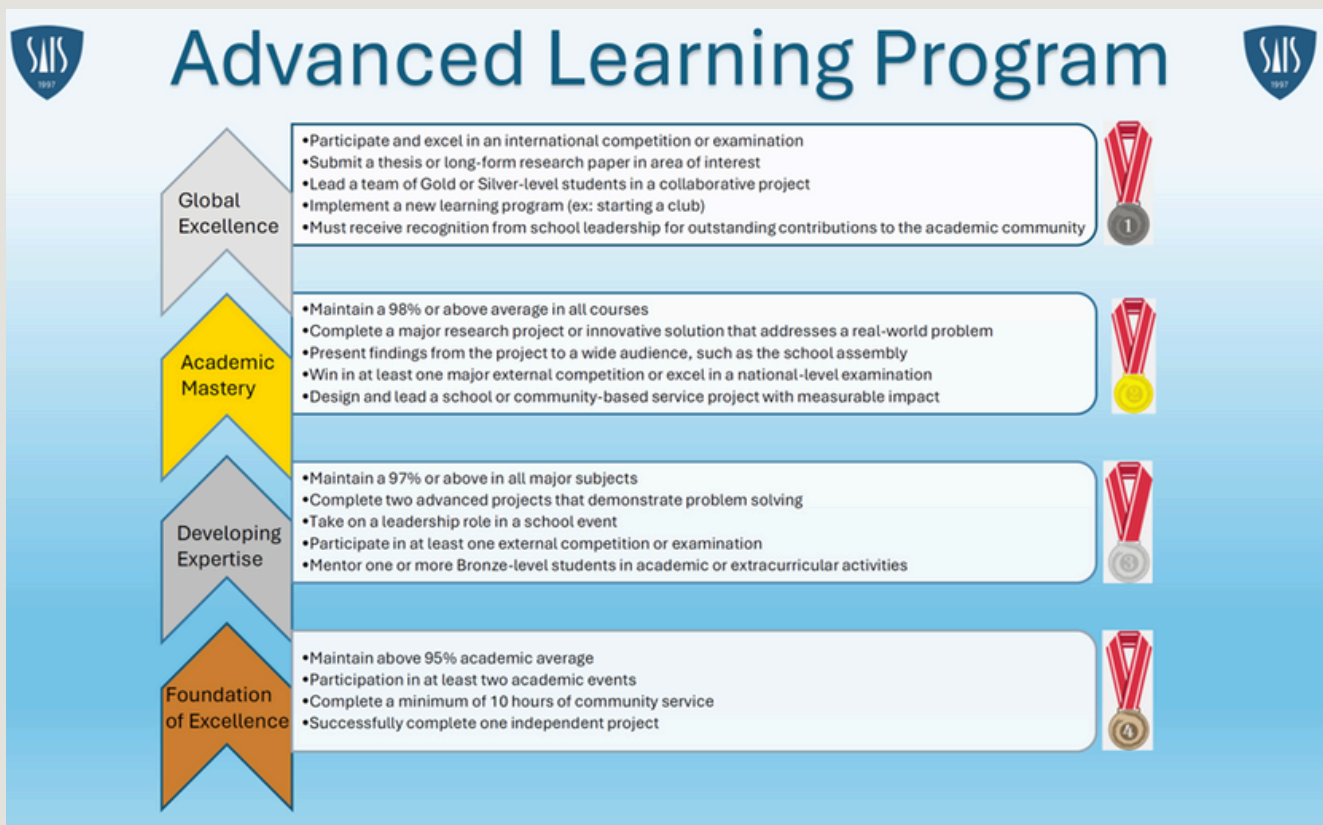
Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject

Where teachers have identified students who are gifted in these areas, they should alert parents to the existence of extra-curricular activities that may be of interest to their child

Independent work and leadership opportunities will be provided across the Key Stages

Students will be encouraged to fully engage with extra-curricular opportunities

Gifted students will be invited to participate in Harvard MUN and SAIS Model Congress



## OUTCOMES OF SUCCESSFUL PROVISION

### Monitoring and measurement of impact

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student, and parent questionnaires
- Formative and summative internal as well as external examination data
- Data analysis of G+T students' exam results compared to rest of the school should see at least 75% scoring above average progress.

### Responsibilities

The Head of the Gifted and Talented Program with the support of the Vice Principal of Teaching and Learning will be in charge of the school's Gifted and Talented program. This involves working with the Principal, Senior Leadership Team, Heads of Department, Curriculum Coordinator, the Assessment Coordinator and specific subject Gifted and Talented nominated members in core subjects to determine the strategic development of the policy. Specific responsibilities include ensuring that:

- G&T students are effectively identified.
- The G&T Register is accurate and updated at least termly.
- The provision for students with G&T is well planned and effective.
- Accelerated Learning Plans support and monitor student engagement.
- The impact of provision is monitored and evaluated.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students with G&T are accurate, updated and in line with department guidelines.
- The Advanced Learning Plan is followed up on and consistently checked for progress and meeting benchmarks throughout the school year.
- There is advice and access to training available to staff.
- The Gifted and Talented Policy and the Advanced Learning Plan accurately reflect the strengths and areas for development of students with G&T.
- The Head of Gifted and Talented Programs will offer support, advice and guidance to all staff on best practice for the provision of G & T.
- All individual teachers have a duty to be aware of individual student's needs and to provide appropriately for all students in their care.

## WITHIN THE CLASSROOM

- Student centered, learning, valuing and utilizing students' own interests and learning styles.
- Provide work that enriches rather than 'more of the same'
- Using of a variety of resources, ideas, strategies and tasks.
- A secure learning environment where risk taking is valued.
- A challenging learning environment, allowing students to access the higher order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and of ideas.
- Encourage target setting that involves students in their own learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.
- Appropriate personalized provision through continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations.