

Reference number	D6	Policy name	Gifts and Talents
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Person responsible	BBH	Date of next review	November 2024
Policy links	A1, A3, A4, E2, E3		

Vision, mission and values	• We are ambitious for all • Be better tomorrow than we are today in all that we do • Provide an inspiring school experience • Utilise innovative teaching strategies to inspire, motivate and engage learners
Rationale	UIS aims to provide all students with the opportunity to achieve their best academically, emotionally, and socially. An inclusive education at UIS reflects the principles of diversity, personalisation, equity, respect, acceptance, and enrichment. We believe in personalized learning for all students including students with gifts and talents. We strive to recognize, identify, challenge, and stimulate our students with gifts and talents. UIS staff have a responsibility to: • Ensure commitment to identification • Ensure all students, have access to a broad, balanced and relevant curriculum, which meets individual needs • To promote cross-curricular links to enhance provision for students with gifts and talents • To provide learning experiences that enable students to reach their full potential • To differentiate curriculum and lesson plans to ensure challenge for students with gifts and talents

WSLT sign off		Date	Nov 2023
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Context

Inclusion at Uptown International School recognizes the IB philosophy as well as the local context as a school in the UAE. We ensure that provisions are in place for students with Gifts and Talents, which encompass, but are not limited to, quality first teaching for additional information, please refer to the provision map in Appendix 1.

Gifts and Talents is the term applied to those students who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their grade/age.

- Students with 'Gifts' are those who have abilities in academic subjects with a CAT4 score of 120 or above in three areas* (*for further details see Assessment for the Identification of Students with Gifts on p4)
- Students with 'Talents' are those learners who have abilities in sport, music, design or creative and performing arts (for further details see Assessment for the Identification of Students with Talents on p4)

The UAE Ministry of Education defines Gifted & Talented as follows:

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sport, drama or leadership capability.

Assessment for the Identification of Students with Gifts

Tier 1

CAT4 Assessment: Primarily, students who achieve a mean score of 120+, in three of the CAT4 batteries, will be identified as a student with Gifts. Students 120+ in less than 3 with evidence of high performance in internal reports may also be placed on the register.

Tier 2

Students who have received a formal assessment from an Educational Psychologist for the identification of their gifts and/or talents within the past three years.

Tier 3

Nominations from staff and parents in the fields of English, Math, Science, Languages, Sports, Music, Design, Creative and Performing Arts are welcome throughout the year (please refer to Appendix 3 for more details). These nominations should be accompanied by supporting evidence, which may include certificates, trophies, videos, photographs, or a letter of recommendation from a coach. This will then be reviewed by the Heads of Inclusion and the Deputy Head Teacher for Inclusion in consultation with staff and parents.

Assessment for the Identification of Students with Talents

Departments and subject specialists will keep an up-to-date criteria of what they judge to be exceptional and talented as it is not necessarily assessed by data.

A register of students with talents will be kept centrally within the inclusion team, and whilst some activities may take place outside of the curriculum, UIS as a community will celebrate and highlight the successes of all talents and achievements through assembly systems.

Class Context Sheets

Students who have been recognised for their gifts and talents will also be listed on class context sheets. This will enable all teachers to easily identify and acknowledge these students in their classrooms, thereby allowing them to tailor their teaching methods accordingly. This information serves as a crucial component in our efforts to customise and individualise our lessons, ensuring that each student receives the necessary support and challenge.

Advanced Learning Plans

All our students with Gifts and Talents will have an Advanced Learning Plan which is written and reviewed termly by teachers, parents, and students (see Appendix 2). They will be available to all staff via the staff landing page and shared with both students and parents by the Inclusion team. The plan will identify strengths and areas of challenge including student engagement. Students are encouraged to collect evidence towards targets on their Advanced Learning Plans and share this with either Mrs Claire Sortino (Head of Primary Inclusion) or Mr Neil Webster (Head of Secondary Inclusion) so that their Advanced Learning Plan can be reviewed earlier, if required.

Gifts and Talents in the Curriculum

All subjects should be taught in a way which inspires learning. Teachers may need to modify the curriculum by lifting the ceiling on what the students learn, moving into new concept areas and using a variety of ways of approaching new information and ideas. Students with Gifts and Talents make connections between domains of learning and the cross curricular inquiry approach is particularly helpful.

Gifts and Talents in the Classroom

- Teachers will have high expectations of all students
- Ensure all students are stretched and challenged in all lessons through differentiation based on pre assessment of learning and continued formative assessment in class
- Students will be encouraged to complete the Platinum task in lessons where applicable
- Teachers provide advanced tasks, explanations as appropriate
- Provide opportunities for problem-solving, hypothesizing and developing thinking skills
- Differentiate affectively using a variety of teaching and learning strategies to develop all students
- Inspire and motivate students by quality first teaching
- Observe students to identify if they require alternative provision to ensure stretch and challenge
- Understand and use their students' areas of interest
- Independent/group work with other students with Gifts and Talents where appropriate
- Leadership opportunities through leadership pathway programmes

The students are responsible for:

- Taking pride in their work and producing work to a high standard
- Understanding and participating in discussions concerning their progress and attainment
- Speaking to their teacher if they do not feel sufficiently stretched and challenged
- Taking opportunities to extend themselves in lessons
- Taking up opportunities to extend themselves out of lessons
- Collecting evidence towards targets on their Advanced Learning Plan and sharing this evidence with either Mrs Claire Sortino (Head of Primary Inclusion) or Mr Neil Webster (Head of Secondary Inclusion) so that their Advanced Learning Plan can be reviewed accordingly

Department Leaders

The Department leaders are responsible for:

- Encouraging their team to identify students with gifts and/or talents within their subject area
- Ensuring effective provision in their subject area
- Supporting their teachers in providing advice on stretch, challenge and differentiation
- Providing, when appropriate, support with Advanced Learning Plans
- Providing effective curriculum overview plans

Coordinators

We have a coordinator in primary Mrs Claire Sortino (Head of Primary Inclusion) and a coordinator in secondary Mr Neil Webster (Head of Secondary Inclusion) who are responsible for:

- Updating and reviewing records of students on the Gifts and Talents registers (at least once a term)
- Monitoring their progress, through their Advanced Learning Plan
- Monitoring provision through planning/book looks/learning walks
- Analysing termly student performance data to ensure that students with Gifts and Talents are performing in line with expectations and relevant actions are identified and monitored to secure any improvements needed
- Ensuring liaison with parents, at least once a term
- Keeping up to date with current practice and disseminating to staff
- Working in conjunction with the Deputy Head Teacher for Inclusion to review the Gifts and Talents Policy annually.

Appendices

Appendix 1 Gifts and Talents Provision Map

Our students enjoy a multitude of opportunities, both within the school and beyond, to nurture and explore their gifts and talents, as illustrated in the table below.

	Lessons	School Community	Wider Community
KG	Platinum objectives and success criteria	Taaleem Competitions Leadership Pathways	External Competitions
Grade 1	Platinum objectives and success criteria	Taaleem Competitions Leadership Pathways	External Competitions
Grade 2	Platinum objectives and success criteria	Taaleem Competitions Leadership Pathways programme	External Competitions
Grade 3	Platinum objectives and success criteria	Taaleem Competitions Coaching/Mentors Leadership Pathways programme	External Competitions
Grade 4	Platinum objectives and success criteria	Taaleem Competitions House Events Coaching/Mentoring Leadership Pathways programme Space and Rocketry Academy (SARA)	External Competitions
Grade 5	Platinum objectives and success criteria	Taaleem Competitions Coaching /Mentoring House Events Leadership Pathways programme Space and Rocketry Academy (SARA)	External Competitions
Grade 6	Platinum objectives and success criteria	Future Schools/Leadership Pathways ECA MEX Space and Rocketry Academy (SARA)	External Competitions MUN
Grade 7	Platinum objectives and success criteria	Future Schools/Leadership Pathways ECA MEX Space and Rocketry Academy (SARA)	External Competitions MUN
Grade 8	Platinum objectives and success criteria	Future Schools/Leadership Pathways ECA MEX Space and Rocketry Academy (SARA)	External Competitions MUN
Grade 9	Platinum objectives and success criteria	Future Schools/Leadership Pathways ECA	External Competitions MUN

		MEX Space and Rocketry Academy (SARA)	
Grade 10	Platinum objectives and success criteria	Future Schools/Leadership Pathways Ted X Youth MEX	External Competitions MUN D of E
Grade 11	Platinum objectives and success criteria	Student leadership roles – e.g., Head Boy/Girl/Student association Future Schools/Leadership Pathways Ted X Youth MEX	External Competitions MUN D of E
Grade 12	Platinum objectives and success criteria	Student leadership roles – e.g., Head Boy/Girl/Student association Future Schools/Leadership Pathways Ted X Youth MEX	External Competitions MUN D of E

Further enrichment opportunities may also include:

- Extra-curricular activities
- Competitions
- Visits
- Productions
- Field trips
- Visiting experts
- Interest groups- art, drama, dance...
- Sports training
- Book club
- Enrichment days – timetable temporarily suspended for additional enrichment activities
- Masterclasses
- Coaching and mentoring

Appendix 2 Advanced Learning Plan

UIS Advanced Learning Plan for _____ 1



Photo

UIS Advanced Learning Plan for _____

Date of birth: Gender: Home Room: Grade: Grade House:
Home Room Teacher: Start date: Review date: Plan number:
Medical Needs: Ethnicity: MBR: G&T: ELL: EAL: CAT4 Mean: Verbal: Non
Verbal: Quantitative: Spatial: NGRT Reading Age: Attendance:



Student Voice

Aspirations:

Strengths:

Challenges

These are the strategies to help me

UIS Advanced Learning Plan for _____ 2

Extra-Curricular Activities/Courses

In School

Out of School

Progress Plan

Area of Interest	Target	Success Criteria	Strategies & Provisions	Key staff
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Summary

Parent / Guardian contribution

Student Voice

Appendix 3 Nomination Form

Below is a link to the e-nomination form, a printed paper copy is also provided and can be returned to either Ms Claire in primary or Mr Webster in secondary.

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=BdJKHR72TECcWoDCjnisOMnCCJocnWpLk2iU8JP7e7tUNTBOMjLEQk9HSlZTVkg1WlRWOEhRVzIFNS4u&Token=0374343d0cfb4f2cb1d8329657908e7a>

Gifts and Talents Nominations

This form is for anyone who would like to nominate a student for having a specific gift or talent in the fields of sports, music, design, creative arts, maths, science, languages, computing and performing arts.

These nominations should be accompanied by supporting evidence which may include: certificates, trophies, videos, photographs or a letter of recommendation from a coach. Please share the evidence with:

Primary - Claire Sortino csortino@uptownschool.ae

Secondary - Neil Webster nwebster@uptownschool.ae

Thank you for your time.

1. Student Name

Enter your answer

2. Grade and Homeroom

Enter your answer

3. Person Nominating

Enter your answer

4. Nominator's Contact Details

5. Area of gift or talent

Please select at most 3 options.

- ☐ Sport
- ☐ Music
- ☐ Design
- ☐ Creative Arts
- ☐ ~~Maths~~
- ☐ Science
- ☐ Languages
- ☐ Computing
- ☐ Performing Arts
- ☐ Other

6. Please add more information about their strengths in this area. *

7. Please state what evidence you have and share any links to videos. *

Enter your answer

8. Just because a nomination has been made, does not mean that the child will be formally recognised as having gifts and talents. There will be a meeting held to discuss this. *

☐ I understand



☒ Choice

☐ Text

☐ Rating

☐ Date



Recommended

Add all



Full name



Address



Phone number



Email



Age group



