

Reference number	D6	Policy name	Continuum of Ability Policy
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Person responsible	LBU	Date of next review	November 2026
Policy links	D4 and D5		

Vision and values	A school for the whole of our international community, that delivers a world class education and achieves excellent student outcomes, by all measures, for all our students, in line with UAE National Agenda
Rationale	Every high performing school will be based on a set of rigorous and relevant policies. This allows for the forward planning and automation of many tasks and decisions. This is particularly important in an international context where the tenure of staff is often far shorter. What constitutes a robust and relevant policy can be subjective. It is also good practice to devolve the writing of policy across the senior leadership team to take advantage of expertise in appropriate areas. Therefore, it is important to have an agreed set of expectations to guide the writing of policy. It is also necessary to have a robust process for the review and approval of policy to ensure that all policy is of the required standard, aligns with institutional goals and is communicated appropriately.

WSLT sign off		Date	November 2025
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CONTEXT

Inclusion at Uptown International School, (UIS), 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 who are identified with Higher Ability and/or are Talented, which encompass, but are not limited to, quality first teaching, with appropriate levels of challenge and enrichment opportunities. Additional information is in the provision map in Appendix 1.

Higher Ability is the term applied to those students with a CAT4 Mean Score greater or equal to 115, who will now be identified on 3 levels of Higher Ability. It is important to note that Higher Ability refers specifically to cognitive potential and does not have a direct correlation to high achievement.

Students who are 'Talented' are those who have abilities in sport, music, design or creative and performing arts.

ASSESSMENT FOR THE IDENTIFICATION OF STUDENTS WITH HIGHER ABILITY

Level 1

To be classified as Higher Ability Level 1, a student must present with a CAT4 Mean Score greater or equal to 115, but less than 127. If there is a significant difference (>15 points) between the verbal and non-verbal scores, then the verbal battery should be removed from consideration.

Level 2

To be classified as Higher Ability Level 2, a student must present with a CAT4 Mean Score greater or equal to 115 but less than 127 **and** 1 or more CAT4 batteries greater or equal to 127. Again, if there is a significant difference (>15 points) between the verbal and non-verbal scores, then the verbal battery should be removed from consideration.

Level 3

To be classified as a Higher Ability Level 3, a student must present with a CAT4 Mean Score greater or equal to 127. If there is a significant difference (>15 points) between the verbal and non-verbal scores, then the verbal battery should be removed from consideration.

Twice Exceptional

To be classified as Twice Exceptional, a student must meet the requirements for both High Ability Level 3 **and** the Inclusion Support Register (at any level). These students typically possess high abilities in some areas but also face challenges that can mask or complicate their ability. Students within this category often exhibit uneven development, excelling in some areas while facing difficulties in others. These students will have an Advanced Learning Plan that will consolidate both aspects into one supportive document. A student does not require a diagnosis to be twice exceptional.

ASSESSMENT FOR THE IDENTIFICATION OF STUDENTS WHO ARE TALENTED

- Department and subject specialists will keep an up-to-date criteria of what they judge to be talented as it is not necessarily assessed by data.
- Teachers can also nominate a student for the talented register, appendix 3 describes the process.
- A register of students with talents will be kept centrally and 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.

- There are no additional documentation requirements for students on the Talented Register. Instead, students should keep a portfolio of achievements/experiences related to their talent.

TALENTED REGISTER LEVEL DESCRIPTIONS

Talented Level 1

Participates within a domain (or multiple domains) at a high level within school.

Talented Level 2

Participates within a domain (or multiple domains) at a high level in the wider community (sports clubs / showing their talent outside of school).

Talented Level 3

Participates within a domain (or multiple domains) at a high level and represents the Emirate or country.

CLASS CONTEXT SHEETS

Students who have been recognised for their higher ability and talents will 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.

1 PAGE PROFILES/ADVANCED LEARNING PLANS

All students with Higher Ability Level 2 and 3 will have a 1-page profile which will contain elements such as a student profile and strengths, student voice and specific teaching and learning strategies.

An Advanced Learning Plan (ALP) is a document only for Higher Ability Level 2/3 students not achieving their cognitive potential (CAT4 'likely' grades or other internal in-school data).

These will be available via a link in the Inclusion Folder on the staff landing page. The plan will identify strengths and areas of challenge including student engagement. Students are encouraged to collect evidence towards targets on their 1-page profile/Advanced Learning Plans and share this with either the Primary or Secondary Inclusion Lead. Appendix 2 contains an advanced learning plan example.

PROVISION FOR HIGHER ABILITY AND TALENTED STUDENTS

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 who are identified as Higher Ability and Talented make connections between domains of learning and the cross curricular inquiry approach is particularly helpful.

Teacher Responsibilities

Teachers will have high expectations of all students, with specific reference to higher ability and talented students they will also

- Ensure students are stretched and challenged in all lessons through differentiation based on pre assessment of learning and continued formative assessment in class
- Encourage students to complete the Platinum task in lessons where applicable
- Provide advanced tasks and additional explanations as appropriate
- Provide opportunities for problem-solving, hypothesizing and developing thinking skills
- Differentiate effectively 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
- Use independent/group work with other students with Higher Ability and Talents where appropriate
- Provide leadership opportunities through leadership pathway programmes

Student Responsibilities

- Take pride in their work and producing work to a high standard
- Understand and participate in discussions concerning their progress and attainment
- Speak to their teacher if they do not feel sufficiently stretched and challenged
- Take opportunities to extend themselves in lessons
- Collect evidence towards targets on their 1- page profile/ Advanced Learning Plan and share this evidence with either the Primary or Secondary Head of Inclusion.

Heads of Department Responsibilities

- Encourage their team to identify students with higher abilities and/or talents within their subject area
- Ensure effective provision in their subject area
- Support their teachers and provide advice on stretch, challenge and differentiation for the Higher Ability and Talented student cohort.
- Provide support with 1- page profile/ Advanced Learning Plan
- Provide effective curriculum overview plans

Coordinators' Responsibilities

The Primary and Secondary Heads of Inclusion are responsible for coordinating the Higher Ability and Talented Programme. Their responsibilities include, but are not limited to:

- Updating and reviewing records of students on the Higher Ability and Talented registers
- Monitoring their progress, through their 1- page profile/Advanced Learning Plan
- Monitoring provision through planning/book looks/learning walks
- Analysing termly student performance data to ensure that students with Higher Ability and Talents are performing in line with expectations and relevant actions are identified and monitored to secure any improvements needed
- Liaising with parents, at least once a term
- Keeping up to date with current practice and disseminating to staff
- Working in conjunction with the Whole School Deputy Headteacher with responsibility for Inclusion in Primary and Secondary to review the Continuum of Ability Policy annually.

APPENDICES

Appendix 1 Higher Ability and Talented 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 (not always applicable) Leadership Pathways	External Competitions
Grade 1	Platinum objectives and success criteria	Taaleem Competitions (not always applicable) Leadership Pathways	External Competitions
Grade 2	Platinum objectives and success criteria	Taaleem Competitions (not always applicable) 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	External Competitions
Grade 5	Platinum objectives and success criteria	Taaleem Competitions Coaching /Mentoring House Events Leadership Pathways programme	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 MEX Space and Rocketry Academy (SARA)	External Competitions MUN
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 3 Talented Nomination Form Information

- Below is a link to the e-nomination form, a printed paper copy is also provided and can be returned to either Primary or Secondary Inclusion Lead.
- This form is for anyone who would like to nominate a student for having a specific Talent in the fields of sports, music, design, creative arts, math, 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 such evidence with:
 - Primary: Liam Kelly - likelly@uptownschool.ae
 - Secondary: Katy Paisley – kpaisley@uptownschool.ae

[Talented Nomination Form](#)