



المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL

Al-Furqan Education Foundation

## VISION

FOREVER DRIVEN BY KNOWLEDGE,  
INSPIRED BY SUCCESS

## MISSION

TO NURTURE AN INTERNATIONALLY  
MINDED COMMUNITY OF INTEGRITY  
AND ACADEMIC EXCELLENCE

## VALUES

RESPECT, INTEGRITY,  
COLLABORATION, EXCELLENCE

## GIFTED AND TALENTED POLICY

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## KEY VALUES AND PRINCIPLES

Universal American School (UAS) strives to recognise students who display exceptional ability and potential as an important aspect of the school community. As a school we aim to provide opportunities for students to fulfill their potential in all areas. Using the procedures outlined within this policy, we will identify students within the fields of Academics (core and non), Sport, Creative and Performing Arts, Innovation and Digital Technology. The Gifted and Talented (G&T) Policy supports the school's mission and values, and outlines the provision made by UAS for students who require an adapted curriculum to ensure that they are stretched and challenged appropriately. UAS has high expectations of all its students and aims to provide personalized learning opportunities to ensure that aspirational goals can be met.

## DEFINITION

The KHDA states that: 'Gifted and talented students are those with an outstanding ability in one of more areas of creative or academic achievement. Students would demonstrate performance which is distinct from their peers.'

Gifted means having exceptional talent or natural ability. Talented means having a natural aptitude or skill for something.

## AIMS AND OBJECTIVES

The aim of the UAS G&T policy is to promote best practice in identification, learning, teaching and the management of students who are identified as G&T. UAS acknowledges that these students will require additional targeted support to ensure that their performance is maximized via the following strategies.

- Ensuring that all G&T students are clearly identified and known to all staff.
- To ensure that the phases cater for the needs of the full ability range of students, both within and beyond the curriculum and that the performance of G&T students is translated into high achievement.
- Raising aspirations of all students through a school ethos of high achievement and challenging learning opportunities.
- Providing inspiration to other students through appropriate student role models.

### In order to do this UAS will:

- Provide a structured referral system for Teachers / CLs / GLL to identify and monitor G&T students.
- Work closely with Curriculum Leaders (CL) and Grade Level Leaders (GLL) to identify within their planning how they will best cater for the G&T cohort.
- Appoint a G&T Coordinator within the school.
- Promote and develop higher order critical thinking skills throughout the curriculum.
- Provide relevant CPD for staff.
- Apply a variety of methods to ensure that G&T students are identified, including those who may present with dual or multiple exceptionalities (DME) and/or are not yet fluent in English (ELL). Also identify those who may be presenting as more able underachievers.
- Introduction of the G&T program to provide opportunities to stretch and challenge our most able students both within the curriculum and through wider enrichment and enhancement opportunities.
- Create a positive environment where students can develop their individual potential and 21st Century Learning Skills through the G&T Program.



- Engage the parents of G&T students within the community to assist and contribute towards the provision and program.
- Engage students with regional and international projects promoting global citizenship.
- Offer a rolling program (in line with the reporting cycle) of opportunities specifically targeting our most able, G&T students.
- Provide mentoring, support and guidance to students while providing regular opportunities for prominence and leadership within their specialist field of study.
- Implement a cycle of monitoring to review the effectiveness of the schools' provision.

#### The objectives of UAS policy are to:

- Ensure that G&T students have access to a broad, balanced, innovative and relevant curriculum, which meets their individual needs.
- Provide regular opportunities for them to access further enriching experiences outside the regular timetable.
- Enable all staff to take responsibility for identifying and supporting G&T students
- Encourage parent partnership

## ROLES AND RESPONSIBILITIES

#### The G&T Coordinator will:

- Support and oversee identification and provision for the whole school and liaise with all members of the teaching staff, reporting to the Inclusion Lead and Senior Leadership Team.

#### Teachers will:

In accordance with the Dubai Inclusive Education Policy Framework and KHDA inspection framework:

- Every teacher is responsible and accountable for all students and for the everyday provision of quality teaching, and to ensure that students who are most able, gifted and talented achieve their potential and are challenged appropriately and successfully in the classroom environment and beyond.
- Take responsibility for differentiation and personalized learning within their classrooms.
- Ensure that the curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.
- Familiarise themselves with the G&T students within their classes and plan accordingly.
- Participate effectively in the identification, assessment and referral process.
- Follow the identification pathway for G&T students to ensure accurate identification.

#### Parental Involvement:

- UAS prides itself as being a fully inclusive community school and actively seeks to develop support from the parental population and work in partnership together.
- We recognise the potential of including parents within the planning stages of new initiatives and projects in order to tap into their knowledge, experience and career networks within the UAE to provide new and innovative opportunities from outside the school grounds.



### Student Voice and Student Council:

- The school will work to ensure that, where appropriate, students are fully aware of their individual needs and be involved in the targets that are set for them.
- Students will be consulted regarding the provision provided from the G&T Program to help create a rich and engaging activity schedule.
- Students will take an active role in the design and marketing of the G&T Program.
- They will be provided opportunities to be involved with the promotion of school success.
- Students will be encouraged to participate in the school's wide range of extra-curricular enrichment activities that will help to nurture their abilities and give them every opportunity to develop their skills.

## IDENTIFICATION, ASSESSMENT AND REFERRAL PROCESS

It is acknowledged that the Identification of students who are G&T is not a straightforward process.

- At UAS all available material and data will be reviewed prior to any judgment.
- Any judgment will consider both internal and external assessments including CAT4 scores; MAP data, reports from previous years / schools; information from parents; teacher assessment and observation.
- The final decision of who will be included on the register will be made by the G&T coordinator and Inclusion Leader, with consultation to relevant phase SLT.
- Due to the ever-changing profile of child development, students will be formally identified as G&T from Grade 3 onwards.
- Differentiation will take place in ALL year groups to ensure challenge at ALL levels through teaching.
- In Term 3 of Grade 2, teachers will begin to formally identify students who may need to be added to the register for the following academic year.
- In Grade 3, students can be identified for referral to the G&T register in preparation for the following academic year.
- The G&T register will be stored centrally and can be accessed by all teachers (PowerSchool).
- Teachers, Curriculum Leaders, Grade Level Leaders, SLT and inclusion teams will review the progress of all students identified on the register through scheduled focus meetings and liaise with staff where appropriate.
- Gifted & Talented Plans (GTPs) will be produced with the students and subject specialists to set specific targets.
- Collaborative Learning Reviews will take place at scheduled intervals throughout the year to quality assure the students identified are being appropriately challenged.

### Criteria for identification

CAT4 data will be used as one indication and a predictor of potential cognitive ability. It provides an individual score within individual subjects based on the results from their CAT 4 tests. Every student from Grade 3 will have completed a CAT4 test. KHDA recommends Grades 3, 5, 7, and 9 annually. The window is September -November generally, specific the dates determined by KHDA.

MAP results will also be used as an indication and predictor of potential cognitive ability. MAP Testing will be undertaken Termly for grades (KG2-Grade 10), these provide data indicators as where the individual is academically in English, Math and Science. Term 1 (Fall Data) will be used to compile the current school year register. Term 3 (Spring Data) will be used to compile students from Grade 3 for the following school year.



Teacher referral, including all relative classroom data, will also be used to determine potential G&T designation.

## Category Identification

### 1) Core Academic Subjects parameters used for identifying students will be:

- **Highly Skilled** - any student who has a CAT4 SAS score of 120-129 in one or more batteries with an attainment below expectation will be considered for referral to the academic G&T SKILLED register.
- **Highly Skilled and Talented** – any student who has a CAT4 SAS score of 120-129 in one or more core subjects with an attainment in line or above expectation will be considered for referral to the academic G&T SKILLED register.
- **Gifted** - any student who has a CAT4 SAS score of 130 in one or more core subjects with an attainment below expectation will be considered for referral to the academic G&T GIFTED register.
- **Gifted and Talented** - any student who has a CAT4 SAS score of 130 in one or more core subjects with an attainment in-line or above expectation will be considered for referral to the academic G&T GIFTED register.

Alongside the CAT 4 data UAS will also use data from other external assessments such as MAP Scores, these need to be least ABOVE in the corresponding subject.

Additionally, as an indicator, an elementary student consistently achieving a level 5, or middle/high school student consistently achieving a level 7 in a subject may be considered as a G&T student. The identification of more able, gifted and talented senior students will also be based on the average point score.

It is important to note that UAS triangulates all data, including teacher observation and assessment via the referral process, to ensure accurate identification.

### 2) Non-Core Academic Subjects parameters used for identifying students will be:

Teachers delivering practical focused subjects, such as PE, Design, Dance, Drama, Music and Art, may identify students who show a talent within the chosen subject. Teachers will use subject data and make professional judgements based on their knowledge of the students and make referral to the academic G&T TALENTED register.

### 3) Non-Curriculum Areas parameters used for identifying students will be:

Teachers may identify students who show a talent in the areas of leadership, innovation, enterprise, social contribution. Teachers will use subject data and make professional judgements based on their knowledge of individual students and make referral to the academic G&T INNOVATION register.

## GENERAL COMMENTS FOR IDENTIFYING STUDENTS

Any referral must take into consideration whether the specified student being put forward exceeds significantly compared to students across the region and not only within school.

It is also possible for teachers to make a referral for students who falls slightly below these recommended parameters however, significant evidence would be required to accompany the referral.

Student observations may be used to assess the student being referred to validate prior to the addition upon the



register.

## ENGLISH LANGUAGE LEARNERS

It is important to be aware of ELL students (English Language Learners) who may not yet have a sufficient command of the English language to be easily identifiable as a more and exceptionally able learners.

## DUAL AND MULTIPLE EXCEPTIONALITY (DME)

The DME term is used to describe those students who have multiple exceptionalities. These may include special educational needs and disabilities , ELL and /or G&T.

## EXAMPLES OF ENRICHMENT OPPORTUNITIES

### Enrichment within the curriculum

- The use of groupings and roles within groups to support more and exceptionally able students.
- Adding breadth (for example, enrichment through broader range of tasks and resources).
- Increasing depth (for example, extension through complexity).
- The promotion of higher order critical thinking skills through tasks.
- Opportunities to transfer skills across curriculum areas and within real life contexts.
- Differentiation and questioning within subject areas to ensure high expectations in teachers and students.
- The development of independent learning by allowing students to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

### Enrichment beyond the curriculum

- Many departments provide (ASA) extra-curricular activities for students with a particularly strong interest and aptitude within their subjects. These support more and exceptionally able students to develop their talents and leadership skills.
- Where appropriate, the school will support students and parents by inviting outside agencies to provide additional provisions and activities.
- UAS aims to develop inter-school links to provide additional opportunities for students to interact with students who share the same interests / have similar subject strengths.
- Provision of opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.

## G&T PROGRAM

- Skilled (Category 1)
- Talented (Category 2)
- Innovative (Category 3)
- Gifted (Category 1)

As the world changes and evolves, so should our understanding of the future and what it means for our children. As time goes on, it's likely that whichever career field they choose to go into, they will face having to be more independent than their predecessors. By allowing children room to practice a healthy independence, they will ultimately be better equipped for the future of work.



Studies have shown that people who participate in G&T programs maintain their interests well after school and university and likewise contribute to their specialized fields in later life. Participation in a G&T program tends to lead to greater success and enjoyment in desired career fields.

The G&T program is designed to allow students who have demonstrated they have specific promise within a chosen subject or field the opportunity to drill down and develop a deeper understanding and skills set within a subject they excel. Throughout the year, UAS aims to provide a broad offering of subjects designed to engage different cohorts of students from the register. Identified students will be specifically invited to attend monthly sessions led by experienced staff based on their subject strength. These sessions will provide innovative opportunities and experiences not accessible within the subject curriculum time, to stretch and challenge students whilst maximizing their potential.

## REVIEWING THE REGISTER

The G&T register is reviewed annually for existing students and Term 3 for Grade 3 students. Additionally, the register will be reviewed throughout the academic year, ensuring that it remains current and reflective of the needs of students. All staff have the responsibility to recognize and communicate a student's potential to the student, subject leader and G&T Coordinator.

## RESPONSIBILITY AND ACCOUNTABILITY

The management and evaluation of UAS policy is the responsibility of the G&T Coordinator and Inclusion Leader in collaboration with the Senior Leadership Team. The role of the G&T Coordinator will involve:

- collation of the register
- periodically reviewing the progress of students
- reviewing curriculum offers to ensure it is meeting the needs of the students
- reviewing the in-school enrichment programme
- ensuring that the school's CPD programme includes relevant aspects of provision
- ensuring that all staff are aware of the cohort and their target levels

## TRAINING AND RESOURCES

Training sessions are facilitated to ensure that all staff are aware of the learning needs of the G&T students and are able to support them fully. Training will be delivered, via staff CPD, publications and whole school training sessions. During the induction period, new staff will be informed of the policy, provision and practice within UAS.

## STORING AND MANAGING INFORMATION

Inclusion information will be stored on the school management system which complies with the Data protection Policy.

The G&T policy will be reviewed annually by the G&T Coordinator, Inclusion Leader and selected committee members to ensure that the guidance provided is up to date with best international practice.

## REVIEW OF POLICY

This policy will be reviewed on an annual basis by the Head of Inclusion.