

نويا
مدرسة بريطانية



NOYA
BRITISH SCHOOL

Gifted and Talented Policy

Policy	Gifted and Talented Policy
Date Created	August 2025
Date of Review	June 2026
Person Responsible	Head of Inclusion

1. Purpose

The purpose of this policy is to establish a systematic, fair, and inclusive process for identifying, supporting, and nurturing gifted and talented students within the framework of Abu Dhabi Department of Education and Knowledge (ADEK) standards. This ensures that all students have access to programs that recognize and develop their unique abilities.

2. Definitions

- Gifted Students: Students who demonstrate high performance capability in intellectual, creative, artistic, or leadership areas, or in specific academic fields.
- Talented Students: Students who excel in physical, artistic, or practical performance areas.

3. Principles

- Adherence to ADEK's policies and guidelines.
- Inclusivity and fairness, ensuring all students have the opportunity for identification.
- Collaboration between school staff, parents, and external experts.
- Continuous monitoring and support for identified students.

4. Identification Process

The identification process is multi-staged and evidence-based, consisting of the following steps:

Stage 1: Referral

Who Can Refer: Referrals can be made by teachers, parents, peers, self-referrals by students, or external professionals.

Referral Form: A standardized referral form is to be completed, capturing observations of exceptional abilities, achievements, or behaviors.

Stage 2: Screening

Initial Review: The school's Gifted and Talented Coordinator (Ms. Rose Arada) reviews referral forms and conducts an initial screening.

Note: If the school identifies the student through CAT 4 Test, needs to be on the Gifted and Talented Register with CAT 4 full report. ALP plan must be written in the next 30 days after the CAT 4 result.

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Indicators of Giftedness:

- NGRT (New Group Reading Test).
- CAT 4 Testing (Cognitive Abilities Test).
- WRAT 4 (Wide Range Achievement Test).
- High academic achievement.
- Exceptional creativity or problem-solving skills.
- Leadership qualities.
- High levels of motivation or commitment to tasks.
- Outstanding performance in arts, sports, or other extracurricular domains.

Screening Tools:

- Standardized tests (e.g., CAT 4, creativity tests).
- Observational checklists.
- Portfolios of student work.

Stage 3: Assessment

Formal Assessment: Conducted by a team comprising the Gifted and Talented Lead (Ms. Mary Rose Arada), subject experts, and external professionals if required.

-Tools and Methods:

- Psychometric tests.
- Academic performance data.
- Teacher and parent input.
- Interviews with the student.
- Performance-based assessments.
- CAT 4 Testing.

Stage 4: Decision-Making

Review Committee: A multi-disciplinary team evaluates the evidence to decide whether the student meets the criteria for gifted or talented designation.

Communication: The decision is communicated to parents and teachers, including a detailed explanation of the findings and next steps. Parents will be receiving letter of Gifted and Talented Register Letter and Advance Learning Plan

5. Support Programs

- Advanced Learning Plans (ALPs): Tailored learning plans addressing the student's specific needs and strengths.
- Enrichment Opportunities:
 - Advanced curriculum options.
 - Participation in specialized workshops, competitions, and mentorship programs.
 - Access to external resources and networks.
- Differentiated Instruction: Classroom strategies adapted to meet the learning needs of gifted and talented students.

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6. Monitoring and Review

- Regular Monitoring: Progress of identified students is reviewed periodically by the Gifted and Talented Coordinator and relevant staff.
- Feedback Mechanisms: Input from students, parents, and teachers is gathered to refine and enhance programs.
- Annual Review: The overall program's effectiveness is evaluated annually against ADEK standards and best practices.

7. Roles and Responsibilities

Gifted and Talented Lead: Mary Rose Arada

- Oversees the referral and identification process.
- Coordinates assessment and support programs.
- Acts as the primary contact for parents and teachers.

Teachers:

- Identify and refer potential gifted and talented students.
- Implement differentiated instruction strategies.
- Provide feedback on student progress.

Parents:

- Support their child's development by collaborating with the school.
- Share relevant information about the child's abilities and interests.

Students:

- Actively engage in programs designed for their development.
- Provide feedback on their learning experiences.

8. Confidentiality

All information related to referrals, assessments, and support plans is treated with the utmost confidentiality, in compliance with ADEK's policies and ethical guidelines.

9. Policy Review

This policy will be reviewed biennially to ensure alignment with ADEK regulations and advancements in gifted and talented education practices.

10. Complaints and Appeals

Parents or guardians who wish to appeal a decision regarding their child's identification or program placement may do so by submitting a written request to the school's administration. The appeal will be reviewed by a committee including the principal and the Gifted and Talented Coordinator.

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This policy ensures that the NOYA BRISTISH SCHOOL works collaboratively to identify and nurture the unique talents and abilities of students, fostering an environment where gifted and talented individuals can thrive.



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