Gifted & Talented policy

Policy Reviewed – March 2026
Date of next Review – March 2027

1. Introduction:

At The Indian Academy we believe in providing the best possible provision for students of all abilities. Weplan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with The Indian Academy ethos, all students will be given full access to all areas of learningand teachers will endeavor to ensure all students reach their full potential, irrespective of race, age, or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. At The Indian Academy we value the individuality, giftedness, and talents of all our students.

2. Inclusion vision: To create, nurture & sustain an inclusive culture where differences drive innovative solutions to meet the needs of our stakeholders.

3. Mission: Develop a culture of innovation, Inclusion, and creativity to support students of diverse needs. For a lifelong learning journey with a sense of understanding, compassion for others and the courage to act on their beliefs to become active members of society.

4. Aims

The Indian Academy thrives:

- 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 the 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 Indian Academy we recognize that students have giftedness and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning.

5. Gifted and Talented

Definitions as per KHDA inspection framework

"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 whoare effective.
- 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 todeepen 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.

6. Identification of students

It is important to note that 'Giftedness' is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socioeconomic circumstance, location, and lack of engagement in a curriculum that is not matched to their abilities.

However, TIAD has a clear process for identifying students as Gifted and/or Talented. At TIAD, Gifted and/or Talented students 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 ability

Students are identified in the following ways:

Academic Gifted and/or Talented

Categories	CAT 4 SAS Mean	ASSET Stanine	Profile
Gifted Learners	≥130	8/9 in two or more subjects	Students demonstrate exceptional cognitive ability and consistent top-tier performance across subjects. They require enrichment, acceleration, and higher-order thinking challenges.
Highly Able Learners	≥125 - 129	8/9 in two or more subjects	Students possess strong cognitive potential and high achievement levels. They perform above age expectations and benefit from differentiated and extension activities.
Accelerated Learners (High Potential & Low Achievement)	≥127	4 or below in two subjects	These students show high potential but underachieve due to factors such as motivation, attitude, emotional barriers, or learning challenges. They need individualized support and mentoring.
High Achieving & Low Potential Learners	≥77-87	7/8/9 in two or more subjects	These students achieve highly through effort, perseverance, and effective learning strategies despite having lower cognitive ability scores. They should be encouraged through recognition and continued academic challenge.

Non-Academic Gifted and Talented:

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

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

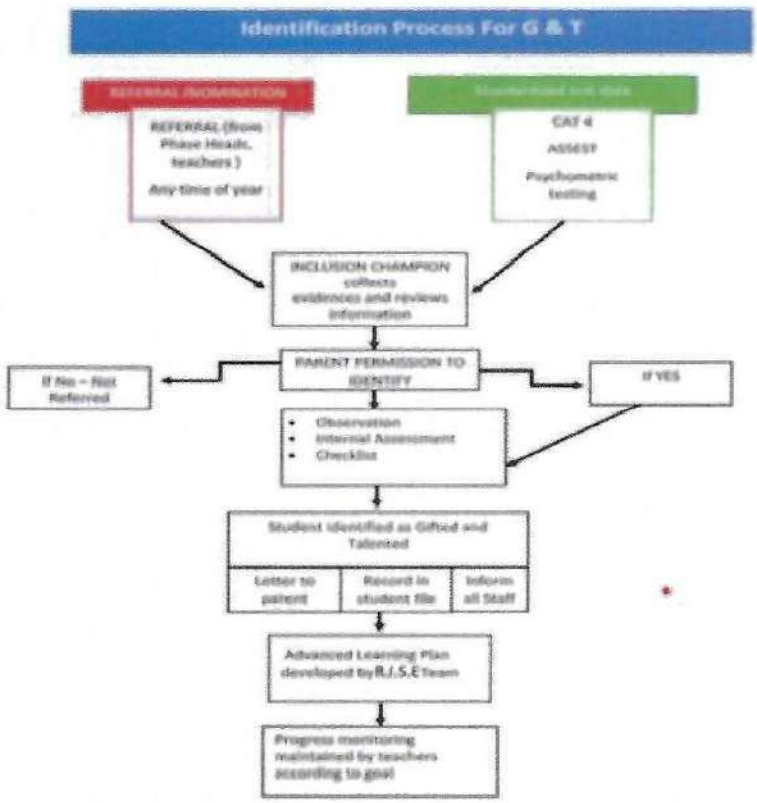
o Level 1: Participates within the school

o Level 2: Represents the community

o Level 3: Represents the country

Students will be identified in academic subjects across all phases through each subject's identification criteria which relate 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
- Standardized assessments of cognitive development and ability that can only be administrated by Educational Psychologists
- External assessment results, if available
- School assessment data using Asset and CAT 4
- As some Gifted and Talented students struggle to perform well in standardized tests, Learning Support Staff can aid in profiling
- Awareness of ELL students (English Language Learners) who may not be proficient with the English language to be easily identifiable



7. Provision and Support

At TIAD, we acknowledge that multiple extension and development activities are available to ensure Gifted and/or Talented students are given the opportunity to reach their potential. As all teachers are ultimately responsible for the progress of students they teach.
The list below, while not exhaustive, is a good guide for effective provision in the classroom for Gifted and/or Talented students:

All teachers must ensure that:

- Learning is student-centred and values and utilises students' interests
- Work is provided that enriches rather than 'more of the same'
- A variety of resources, ideas, strategies and tasks are utilised
- Metacognition, or 'thinking about thinking', is encouraged
- A secure learning environment where risk-taking is valued
- A challenging learning environment, allowing students to access higher-order thinking skills, is created
- Students are encouraged to ask questions of themselves, or their peers, of adults, and ideas
- Targets are set that involve students in their learning and progress
- Creative and original thinking is celebrated
- Homework extends the learning of the individual student, encouraging independence and self-motivation
- Opportunities and resources which encourage the transition into further education are provided
- Appropriate personalised provision through the continuously developed curriculum is provided to challenge and extend choices/opportunities to nurture learning, interests and aspirations

Furthermore, across the school, leaders at all levels are responsible for Gifted and/or Talented provision that:

- Provides opportunities for problem-solving, hypothesising and developing thinking skills
- Gives students the chance to work with other Gifted and/or Talented students in a small group situation
- Identifies Gifted and/or Talented student's extension/challenging work in schemes of work and lesson plans
- Uses appropriate resources to stretch and challenge gifted learners
- Encourages students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- Offers Extra-Curricular Activities (ECA) opportunities which allow Gifted and/or Talented students the chance to excel, and which encourage and maintain enthusiasm for the subject
- Alerts parents to the existence of extra-curricular activities that may be of interest to their child
- Provides independent work and leadership opportunities across the Grades.

The provision for Gifted and/or Talented student will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student and parent questionnaires
- Internal and external examination data
- Gifted and Talented coordinator reports and liaison with other external agencies \

LEAMS EDUCATION

Successful provision for Gifted and/or Talented students will facilitate:

- Well managed personal, social and emotional development (including attendance and punctuality)
- Students readily take initiatives, managing their projects and making reasoned decisions
- The demonstration of positive and responsible attitudes, and self-reliance; a valuing of critical feedback.

TIAD also recognises that it is essential in the education of Gifted and/or Talented students that schools form effective partnerships with parents. This is to ensure that such students are understood, valued and included in the school community. The school will also encourage identified students to make friendships with students with similar interests and abilities.

8. Monitoring and Evaluation

- Regular progress reviews are conducted to monitor academic performance, motivation, and engagement.
- Teachers maintain evidence of enrichment and differentiation strategies in lesson plans.
- The Inclusion and Academic Leadership Teams track outcomes and ensure interventions for underachieving G&T learners.
- Annual review of G&T identification and provision to ensure alignment with KHDA and school improvement plans.

9. Roles and Responsibilities

- Head of Inclusion: Oversees identification, documentation, and monitoring of G&T students.
- Subject Teachers: Implement differentiated and enriched lessons to challenge G&T learners.
- Inclusion Team: Coordinates support for underachieving high-potential students.
- SLT: Ensures policy implementation and provides resources for G&T enrichment.
- Parents: Encourage and support students in extended learning activities.

10. Documentation and Record-Keeping

- G&T register maintained and updated annually.
- Evidence of differentiation, enrichment, and student progress retained in the inclusion and academic files.
- Records shared during KHDA inspections as part of inclusion compliance.

11. Review

This policy will be reviewed annually to ensure alignment with KHDA guidelines and school improvement priorities.

Principal