



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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# Table of Contents

KEY VALUES AND PRINCIPLES .....	3
DEFINITION.....	3
AIMS AND OBJECTIVES.....	3
ROLES AND RESPONSIBILITIES .....	4
IDENTIFICATION, ASSESSMENT AND REFERRAL PROCESS .....	5
GENERAL COMMENTS FOR IDENTIFYING STUDENTS.....	8
G&T PROGRAM.....	8
ENRICHMENT OPPORTUNITIES .....	9
REVIEWING THE REGISTER.....	10
RESPONSIBILITY AND ACCOUNTABILITY .....	10
TRAINING AND RESOURCES.....	10
STORING AND MANAGING INFORMATION .....	10
REVIEW OF POLICY.....	10



## KEY VALUES AND PRINCIPLES

Universal American School (UAS) strives to recognize 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, 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.'

The National Association for Gifted Children defines gifted as "students with gifts and talents performed or capable of being performed at higher levels compared to others the same age, experience and environment."

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.
- Ensuring the needs of the full ability range of students, both within and beyond the curriculum, are met, and translates into high achievement.
- Ensuring that the wellbeing of the G&T student population is acknowledged and addressed through meetings with the G&T staff.
- Raising aspirations of all students through a school ethos of high achievement and challenging learning opportunities.
- Providing students with opportunities to see how learning can be applied outside the classroom.



### In order to do this UAS will:

- Provide a structured referral system for Teachers / Curriculum Leaders (CLs) / Grade Level Leaders (GLs) to identify and monitor G&T students.
- Triangulate student data to identify G&T students.
- Work closely with CLs and GLs to monitor G&T student performance and highlight any potential issues.
- Appoint a G&T Coordinator within the school.
- Promote and develop higher order critical thinking skills throughout the curriculum.
- Provide relevant Professional Development for staff.
- Develop 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.
- 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.
- Collate of the register
- Periodically review the progress of students
- Review curriculum offers to ensure it meets the needs of the students
- Review the in-school enrichment program
- Ensure that the school's professional development includes relevant aspects of provision



### 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.
- Participate effectively in the identification, assessment and referral process.
- Follow the identification pathway for G&T students to ensure accurate identification.
- Familiarize themselves with the G&T students within their classes and plan accordingly.

### 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 recognize 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:

- 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 educational experience.
- 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 further.

## IDENTIFICATION, ASSESSMENT AND REFERRAL PROCESS

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

At UAS, G&T identification will take place using different forms of internal and external data. Referrals to the G&T program can be made by staff.



## Criteria for identification

### CAT4 (Cognitive Abilities Test)

- CAT4 data serves as an indicator and predictor of students' potential cognitive abilities. It provides insights into individual reasoning abilities and generates scores in specific areas of cognition. CAT4 results are utilized to identify students' cognitive strengths and areas for development, predict potential academic performance and support personalized instruction and enrichment programs.
- Every student from Grade 3 will complete a CAT4 assessment. Based on KHDA recommendations, assessments will take place annually for students in Grades 3, 5, 7, and 9, typically during the testing window from September to November, with specific dates determined by KHDA.

### NWEA MAP (Measures of Academic Progress)

- MAP results will also be used to assist in identifying Gifted and Talented students. MAP results provide indicators of academic growth and achievement in English, Math, and Science.
- MAP assessments are conducted termly for students in KG2 through Grade 10.

### Additional Consideration for G&T Identification

- Teacher Referrals: Classroom teachers can recommend students for the G&T program by providing supporting data, including classroom performance, behavior, and any additional relevant observations.
- By combining CAT4 and NWEA MAP data with teacher referrals, the school ensures a comprehensive approach to understanding and supporting each student's cognitive and academic potential.

When considering students for the G&T program, we ensure that:

- Any judgment will consider 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, Inclusion Leader and 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.
- The G&T register will be stored centrally and can be accessed by all teachers in PowerSchool.
- Teachers, CLs, GLs, SLT and Inclusion Team will review the progress of all students identified on the register through scheduled focus meetings and liaise with staff where appropriate.
- Gifted & Talented Passports (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.

### Gifted and Talented Identification Process:

	Initial non-referral identification	Referral form identification
<b>Stage 1</b>	G&T Coordinator: Analysis of MAP (Fall, Winter, Spring) and CAT4 data.	G&T Coordinators: Analyzes referral, and reviews data and information (including CAT 4/MAP).
<b>Stage 2</b>	G&T Coordinator: <ol style="list-style-type: none"> <li>1. Review subject grades to see that they are above average.</li> <li>2. Have students complete any additional level of assessment (if required).</li> </ol>	G&T Coordinator: <ol style="list-style-type: none"> <li>1. Review subject grades to see that they are above average.</li> <li>2. Have students complete any additional level of assessment (if required).</li> </ol>
<b>Stage 3</b>	Meeting to discuss identification and prepare a draft IEP if applicable: <ul style="list-style-type: none"> <li>• G&amp;T Coordinator (Schedules and Leads meeting)</li> <li>• Administrator</li> <li>• Teacher</li> <li>• Counselor (if required)</li> </ul>	Meeting to discuss identification and prepare a draft IEP if applicable: <ul style="list-style-type: none"> <li>• G&amp;T Coordinator (Schedules and Leads meeting)</li> <li>• Administrator</li> <li>• Teacher</li> <li>• Counselor (if required)</li> </ul>
<b>Stage 4</b>	G&T Coordinator: Create and share IEP with Parents and Students for input and agreement.	G&T Coordinator: Create and share IEP with Parents and Students for input and agreement.
<b>Stage 5</b>	G&T Coordinator shares the IEP with the relevant teachers.	G&T Coordinator shares the IEP with the relevant teachers.
<b>Stage 6</b>	G&T Coordinator monitors student progress and reviews the IEP as required.	G&T Coordinator monitors student progress and reviews the IEP as required.



## Category Identification

Gifted - 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.

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

Talented - students who are proven to excel in practical skills such as leadership, innovation, enterprise, arts and sport, or a vocational can be considered.

## 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 is 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.

## G&T PROGRAM

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.





## How G&T students are supported to learn in class

Universal American School is committed to providing an inclusive educational environment for gifted and talented learners. Recognizing their unique needs, we implement instructional programs that promote depth and complexity tailored to individual learning styles.

### Instructional Design

Effective instruction for gifted students is developed collaboratively by classroom teachers, families, and educational colleagues. Continuous classroom assessments are critical to adapting programs to meet the varying levels and learning paces of gifted learners.

### Assessment Strategies

Teachers employ diverse assessment strategies to identify and address the needs of gifted students. These learners may possess advanced knowledge or require less time to master skills. It is essential to engage them in complex problem-solving and inquiry-based projects that foster confidence and encourage deep exploration.

### Differentiation Techniques

To meet the diverse needs of all learners, teachers utilize differentiated instruction strategies, including:

- Open-ended lessons
- Flexible skill-based grouping
- Curriculum compacting
- Critical thinking challenges

By employing these strategies, we ensure that our educational approach effectively supports the growth and development of gifted and talented students.

## 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

- Some departments provide After School Activities (ASAs) or other extra-curricular activities for students with a particularly strong interest and aptitude within their subjects. These support students 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 or have similar subject strengths.

Provision of opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.

## 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 G.A.T.E. in collaboration with the Senior Leadership Team.

## TRAINING AND RESOURCES

Training sessions are facilitated to ensure that all staff are aware of the learning needs of the G&T students and can support them fully. Training will be delivered through staff professional development, 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.

## REVIEW OF POLICY

The G&T policy will be reviewed annually by the G&T Coordinator and GATE.