



International Indian School – Gifted and Talented (G&T) Policy – AY 2025–2026

Approved By: Principal and School Board

Effective From: Academic Year 2025–26

Date of Evaluation and Review: January 17, 2025

Next Review Date: January 2026 (Review Cycle: Annual or upon ADEK updates)

Applies To: All Teachers

Authorized Signatories:

- Principal
- Vice-Principal
- Head of Inclusion
- School Counsellor
- G&T Co-Ordinator

Policy Summary

This policy outlines International Indian School's (IIS) commitment to identifying, supporting, and nurturing Gifted and Talented (G&T) students. It ensures equitable access, individualized support, and continuous monitoring to help students reach their fullest potential across academic, creative, physical, and leadership domains. The program is aligned with ADEK's Inclusive Education Policy Framework and UAE's rights-based approach, and includes:

- A clear identification process using standardized assessments, teacher/parent nominations, and qualitative data.
- Three-tiered provision model: classroom differentiation, school-based enrichment, and individualized Advanced Learning Plans (ALPs).
- Collaboration among teachers, parents, and students to create meaningful learning experiences.
- Annual review cycle to ensure policy relevance and compliance with ADEK standards.

Vision, Mission, and Values

International Indian School – Abu Dhabi envisions creating a challenging and inclusive learning environment that fosters high expectations for success, respects individual differences, and accommodates diverse thinking and learning styles.





Introduction

At IIS, we are committed to recognizing and nurturing exceptional abilities—academic, creative, physical, and social—through equitable, inclusive, and personalized learning pathways. This policy supports the UAE’s commitment to the rights of all students, including those requiring enrichment and acceleration.

Policy Objectives/Purpose

- Embed G&T provision within the school improvement framework.
- Identify G&T students using clear, fair, and ADEK-approved procedures.
- Provide tailored Advanced Learning Plans (ALPs) for each G&T student.
- Ensure inclusive and equitable access to enrichment opportunities.
- Foster strong partnerships with parents, specialists, and the wider community.
- Track and review G&T students’ progress through regular assessments and reflections.
- Maintain compliance with ADEK requirements for documentation, staffing, and curriculum adaptation.

Definitions

- Gifted: Students with exceptional intellectual or academic potential, typically scoring in the top percentiles (CAT4/Progress Test SAS ≥ 127).
- Talented: Students demonstrating exceptional ability in creative, physical, or performance areas (e.g., arts, sports, leadership).
- More Able / Above Average: Students performing within the higher-performing 5–10% of their cohort (SAS 119–126).

Identification Process

- Use multiple identification sources: standardized assessments (CAT4, GL Progress Tests), teacher and specialist referrals, prior school records, parental input, classroom observations, and validated checklists.
- Gifted classification: CAT4 SAS ≥ 127 or Progress Test SAS ≥ 127 .
- More Able classification: SAS 119–126.
- Talent recognition: Based on performance evidence (sports, arts, leadership) validated by teachers, parents, and specialists.
- Reassessments conducted annually or upon teacher/parent request to capture emerging talents.

Leadership & Roles

- Principal/Senior Leadership Team (SLT): Strategic planning, resource allocation, ADEK compliance.
- Head of Inclusion / G&T Coordinator: Maintains G&T register, designs and monitors ALPs, provides staff training, liaises with stakeholders.
- Classroom & Subject Teachers: Identify G&T students, deliver differentiation and enrichment, collaborate on ALPs, provide progress feedback.





- Counsellor/Learning Support Staff: Assist with assessments, monitor social-emotional well-being.
- Parents/Guardians: Participate in meetings and support enrichment at home.
- Students: Take ownership of their learning journey and set personal goals.

Program Provision & Interventions

- Advanced Learning Programme (ALP): Created for each identified student with parental endorsement.
- Tier 1 – Classroom Differentiation: Enriched curriculum, open-ended challenges, adaptive teaching.
- Tier 2 – School-Based Enrichment: Small-group sessions, clubs, competitions, mentoring, project-based learning, external partnerships.
- Tier 3 – Individualized ALPs: Pull-out sessions or specialized support with external agencies, if required.

Assessment & Monitoring

- Continuous progress assessment using internal and external benchmarks.
- Annual ALP review with student, parent, and teacher collaboration.
- Termly G&T data review in SLT meetings.

Documentation & Records

- Maintain an up-to-date G&T register and individual learning plans in school records and eSIS.
- Store records securely with controlled access.
- Update documentation quarterly and share with stakeholders.

Reporting & Quality Assurance

- Include G&T provision in the school's MER cycle.
- SLT and Inclusion Governor review G&T outcomes termly and refine policy.
- Ensure compliance with ADEK requirements before the 2025–26 academic year.

Review Cycle & Compliance

Annual policy review involving SLT, Inclusion Lead, counselors, teachers, students, and parents. Adjust the program in response to feedback, emerging needs, and ADEK policy changes. Prepare documentation for inspection readiness, ensuring alignment with ADEK's standards.

Policy Reviewed and Approved By,

Dr. Beno Kurien

School Principal

