



SHARJAH INDIAN SCHOOL

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OUR VISION

Educate Enlighten Empower



GIFTED AND TALENTED POLICY



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NEXT REVIEW	APRIL 2026

INTRODUCTION

Sharjah Indian School is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to our school– including those identified as being able, gifted or talented and those with special educational needs.

We believe that some students have natural exceptional abilities that can be nurtured to achieve their optimum potential. Irrespective of their performance at the time of admission, students at SIS, Sharjah will be provided with the learning experience to help them grow and develop in every aspect of school life.

DEFINITION

Our school takes reference to the definitions stated in the latest SPEA 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 domains of human ability.*’ These domains will include intellectual, creative, social, and physical abilities.

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.

DISTINCTION

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Hence, it is necessary that we are aware of the differences each of these students might exhibit. Some of the common distinctions between gifted and able students are as follows:

- An able student knows the answer while the gifted student asks the questions
- An able student is interested in the topic being taught while a gifted student is highly curious
- An able student answers the questions being asked to the point while a gifted student answers it in detail
- An able student listens with interest while a gifted student expresses her opinions and thoughts on a topic
- An able student copies accurately while a gifted student creates new designs
- An able student enjoys school while a gifted student enjoys learning

AIMS AND OBJECTIVES

The aims of this policy are focused on fostering excellence in identifying, teaching, and managing gifted and talented students. To achieve this, SIS will:

- Establish a structured system to identify and monitor gifted and talented students.
- Encourage a holistic approach to gifted and talented student support.
- Cultivate a positive environment where students can build confidence and self-esteem.
- Strive for the social and intellectual development of the whole child.

- Empower students, staff, and parents with specialized support when necessary.

The primary objectives of this policy are to:

- Ensure that gifted and talented students have access to a comprehensive, balanced, and relevant curriculum that caters to their individual needs, while providing opportunities for them to engage in enriching experiences beyond the standard timetable.
- Empower all staff to actively identify and support gifted and talented students by equipping them with appropriate training and resources.
- Foster a collaborative partnership with parents to support a unified learning approach at home and in school, through the provision of informational sessions and individualized meetings when necessary.

ROLES AND RESPONSIBILITIES

School Principal will:

- To lead the school in recognizing and celebrating the achievements of all students, with particular emphasis on those who are identified as gifted and talented.
- To provide guidance and maintain effective communication with the Gifted and Talented (G&T) CELL and the Department of Counselling.

The Students Counsellors will:

- Provide tailored support and guidance to gifted and talented students to help them navigate academic and social challenges.
- Facilitate workshops and programs that enhance the emotional well-being and self-advocacy skills of gifted students.
- Collaborate with teachers to create individualized plans that address the specific needs of gifted and talented students.
- Monitor the progress of identified students and offer ongoing feedback to ensure their continued growth and development.

- Serve as a liaison between students, parents, and school staff to foster a supportive environment for gifted learners.

Teachers will:

- Ensure every teacher is providing quality teaching and to ensure that students who are gifted and talented achieve their potential and are challenged appropriately and successfully in the classroom environment and beyond.
- Ensure subject heads provision in their subject areas and class teachers are responsible for this provision in their class.
- 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 and referral process

Parents as Partners:

Sharjah Indian School values its partnership with parents and actively seeks their involvement in their children's education. This collaboration is especially crucial for students with learning support needs, including those who are gifted and talented, as parental support and encouragement play a key role in their success. The school views parents as partners in their child's learning and encourages them to embrace this role.

Parents are regularly informed about their child's progress, with open communication channels always available for discussions. The school will also share effective strategies used in the classroom that can be applied at home.

Parents of SIS students are expected to:

- Support and encourage their child consistently.
- Inform the school of any special talents or achievements their child has outside of school.
- Reach out to the school if they feel their child needs more challenges or stimulation.
- Motivate their child to take advantage of opportunities both in and outside of the classroom.

IDENTIFICATION

There is a wide range of identification strategies available. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with dual or multiple exceptionalities, the class teacher should liaise closely with the HoDs and counselors as assessments may need to be tailored to meet the specific needs of the child. It is also important to remember that some gifted and talented students may also be on the SEN list and this shouldn't be a barrier in the identification process. The gifted and talented register will be regularly reviewed and updated.

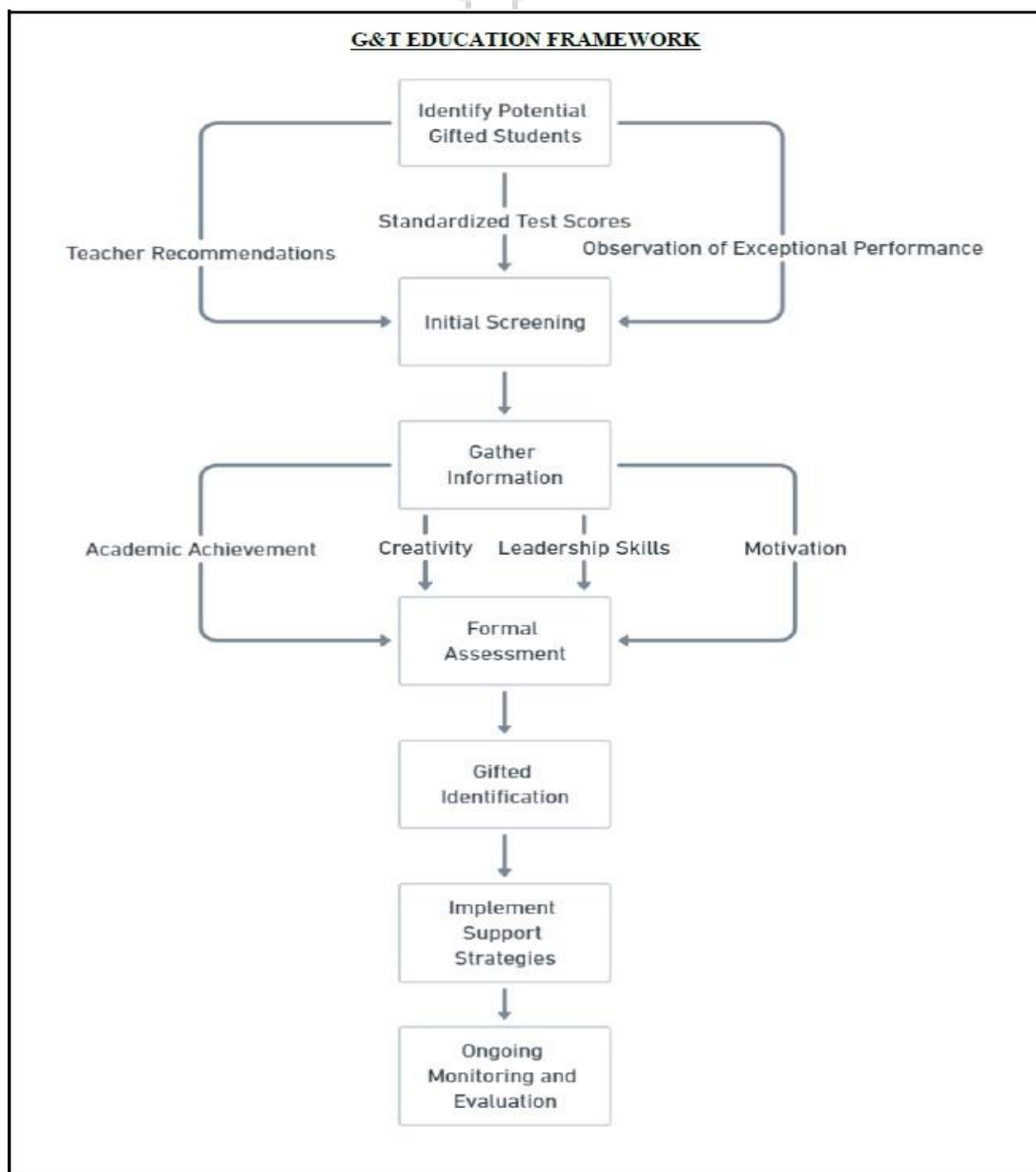
The following strategies are available to help identify gifted and talented students; Identification methods both qualitative and quantitative information should be used by teachers to identify gifted and talented students. Teachers are likely to obtain the best results by drawing on a wide range of information sources. A range of popular methods for identification are listed below.

- Teacher Nomination
- School-based summative and formative assessments
- Benchmark tests/assessments- ASSET, TIMSS, PIRLS, PISA, CAT4 (Starting 2024)
- Assessment of student's work
- Referral by parents with supporting documents
- Previous school records at the time of admission
- Anecdotal information, especially relating to sports, arts or out-of-school activities

Care should be taken to ensure that identification reflects ability, rather than achievement; includes talent areas; and does not unduly disadvantage any group of learners, including those from lower-income backgrounds, children with special educational needs and particular ethnic or gender groups.

Once identified the class teacher will work alongside the HoDs/ respective grade counsellor to validate this nomination with assessment data. If agreed that the criteria are met, the student's name is entered in the G&T register and parents may be invited to the school to discuss ways in which the student's needs can be met and how they can be supported.

Where necessary and appropriate, the school will seek support and work closely with outside agencies to assist in the provision for students. This may include educational psychologists who are able to ascertain gifted and talented children through psychometric testing.



PROVISIONS

Once a child has been established as gifted and talented, they will be supported both inside and outside the classroom to allow them to develop at their own pace.

Students who are interested in academics can be involved by providing differentiated worksheets and higher order thinking questions to help them develop their interests and skills. Students who excel in non-academic subjects should be encouraged to participate and pursue further training in such areas. Opportunities to improve their talents through external competitions and events will be given to these students.

An ALP created in conjunction with their teachers and other relevant parties will be provided to each and every established G&T student. The main aim of these plans is to assist students in improving their skills while also expanding their knowledge in their field of interest.

The G&T students will also create a personal portfolio that will serve as a repository for information used to evaluate all of their accomplishments. It will also shed light on their personal identities and the ways in which we, the SIS teachers and counsellors, may support them in achieving their future goals.

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3. Al-Yafi, A. (2018): “The Needs of Gifted Students in UAE Schools” – A study focusing on the unique requirements of gifted learners.
4. United Nations Educational, Scientific and Cultural Organization (UNESCO):
Recommendations on policies and practices for the education of gifted and talented students.

