



GIFTED AND TALENTED EDUCATION POLICY

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1. Purpose

This policy aims to establish a structured framework to identify, support, and nurture Gifted and Talented (G&T) students, in accordance with ADEK guidelines and the SPIRE Student Wellbeing Framework, promoting inclusive excellence and equity in education.

2. Definitions

- **Gifted:** Students who demonstrate exceptional intellectual ability, academic performance, or creative thinking significantly above peers.

- **Talented:** Students who demonstrate advanced performance or potential in specific domains such as music, art, sport, or leadership.

3. Objectives

- Identify G&T students using fair and inclusive criteria.
- Provide differentiated learning opportunities to challenge and engage.
- Promote holistic development through academic and non-academic enrichment.
- Track progress and ensure student well-being under the SPIRE domains (Safety, Protection, Inclusion, Relationships, and Engagement).

4. Identification Process

Data Sources for Identification:

- Parent/Teacher referrals
- Observation checklists, anecdotal records, student work
- Student self-reports and interest surveys
- Standardized assessments (cognitive, aptitude, creativity)
- Parental interviews and supporting documentation





Academic Giftedness Identification:

- International benchmark exams (e.g, IBT)
- Subject-specific assessments
- School academic records

Non-Academic Giftedness/Talent

- Criteria based on achievements in performing/visual arts, sports, technology, psychomotor abilities, etc.
- Participation and accolades at school, interschool, or national levels

Standard Operating Procedure (SOP)

Gifted & Talented Identification Process

Step 1: Nomination

Teachers or Parents submit a referral form.

Step 2: Initial Evidence Submission

Supporting documents submitted.

Step 3: Observation & Analysis

Area-specific teachers + Dept. of Inclusion review and observe students if needed.

Step 4: Assessments

- **Academic/Intellectual: External agency assessment + report**
- **Other domains: Supporting achievements considered (no further assessment).**





Step 5: Consent & ADEK Registration

Parental consent → ADEK gifted category registration.

Step 6: ALP & Monitoring

Advanced Learning Plan developed & regularly monitored by department & faculty.

5. Provision and Support

- Differentiated instruction in the classroom.
- Curriculum compacting and acceleration (where appropriate).
- Independent study projects and inquiry-based learning.
- Enrichment programs: STEM clubs, Olympiads, debates, arts, and leadership camps.
- Mentorship by subject specialists and external professionals.
- Social-emotional support through the school counselor.

6. Inclusion and Equity

- Ensures equal access regardless of nationality, language, disability, or socioeconomic status.
- Coordination with the Inclusion team to identify and support twice-exceptional learners.





7. Roles and Responsibilities

School Principal

- Oversee the implementation and compliance of the Gifted and Talented policy with ADEK regulations.
- Foster a school-wide culture that values and nurtures giftedness and talent.
- Ensure that adequate resources and staffing are allocated to support the program.
- Support professional development opportunities for staff in gifted education.

Department of Inclusion

- Develop, implement, and periodically review the school's Gifted and Talented Policy to ensure alignment with ADEK and NEP 2020 guidelines.
- Ensure early, accurate, and ongoing identification of gifted students through a combination of qualitative and quantitative methods.
- Provide resources, tools, and materials to support the effective delivery of gifted programs.
- Deliver teacher training and continuous professional development to enhance understanding of gifted education and differentiated instruction.
- Develop curriculum modifications and intervention plans tailored to the unique needs of gifted learners.
- Maintain and update the school's Gifted and Talented Register to ensure accurate tracking of identified students.
- Coordinate and implement Advanced Learning Plans (ALPs) for gifted students and monitor their academic and socio-emotional progress. Offer regular counselling, mentorship, and guidance to support gifted students' socio-emotional development and well-being.
- Enhance classroom practices promoting differentiated instruction.
- Communicate regularly and transparently with parents to foster a collaborative approach to supporting gifted students.





Gifted and Talented Coordinator

- Lead the identification, planning, monitoring, and reporting processes for gifted and talented students.
- Support teachers in implementing differentiated instructional strategies and curriculum adaptations.
- Analyze student data and provide regular reports to the school leadership team.
- Organize enrichment activities, competitions, and events that challenge and extend gifted learners.

Teachers

- Identify and refer potentially gifted students based on observations, assessments, and student performance.
- Plan, deliver, and evaluate differentiated instruction to meet the needs of gifted learners within the classroom.
- Develop and implement strategies to foster higher-order thinking, creativity, and problem-solving.
- Maintain ongoing documentation of student progress and participate in the ALP development and review.
- Collaborate with the Gifted and Talented Coordinator and the Department of Inclusion to ensure comprehensive support for gifted students.

Social Worker / School Counselor

- Support the socio-emotional development and well-being of gifted students.
- Provide counselling services to help students manage academic pressure, perfectionism, and social relationships.
- Facilitate group sessions and mentorship programs focused on emotional intelligence and leadership skills.
- Work collaboratively with parents, teachers, and external agencies as needed.





Parents

- Provide informed consent for their child's participation in gifted and talented programmes.
- Support program implementation by encouraging learning, curiosity, and creativity at home.
- Promote independent thinking, problem-solving, and resilience in their child.
- Maintain regular and open communication with school staff regarding their child's needs and progress.
- Be actively involved in the development, review, and ongoing monitoring of their child's ALP and overall progress.

9. Professional Development

Ongoing training for staff on:

- Identification of G&T learners
- Differentiated strategies and enrichment models (e.g, Renzulli, Bloom's Taxonomy)
- Social-emotional learning needs of G&T students

10. Partnerships and External Opportunities

- Engagement with:

- ADEK G&T programs and initiatives

- Local universities and research institutions

- National and international competitions and forums





11. Compliance and Policy Review

This policy will be reviewed biennially or as required in response to ADEK updates or internal evaluation outcomes. Sunrise English Private School (SEPS) is committed to achieving full compliance with the policy by September 1, 2025. It is recognised that failure to comply may result in legal accountability and sanctions in accordance with ADEK's regulations, policies, and requirements, as well as the penalties outlined in Federal Law No. 31 of 2021 (Crimes and Penalties Law), or any other applicable legislation. ADEK reserves the right to intervene if the school fails to meet its obligations.



Dr. Thakur S. Mulchandani,

School Director/Principal

