



Able, Gifted and Talented Policy

2025-26

Principal: Mr. Mohannad Al Jayousi

1. Purpose

This policy aims to recognize, support, and challenge students who are identified as able, gifted, or talented (AGT) so that they can reach their full potential. It provides a clear framework for identification, provision, and monitoring of AGT students across all grade levels at RAIS.

2. Rationale

RAIS is committed to providing equitable and inclusive learning opportunities for all students, including those who demonstrate exceptional ability, creativity, or talent in one or more areas. We believe that AGT students need appropriate challenge and enrichment to thrive academically, socially, and emotionally.

3. Definitions

Able – A student who performs significantly above average across the curriculum or in specific subjects compared to peers.

Gifted – A student who demonstrates outstanding academic ability or intellectual potential in one or more subjects (e.g., mathematics, science, language arts).

Talented – A student who shows exceptional skill or aptitude in practical areas such as music, visual or performing arts, sport, or leadership.

4. Aims

RAIS aims to:

- Identify AGT students fairly and consistently across all grade levels (K–12).
 - Provide a stimulating, challenging, and supportive environment for AGT learners.
 - Offer differentiated learning experiences within and beyond the classroom.
 - Encourage intellectual curiosity, creativity, and critical thinking.
 - Promote emotional well-being and social inclusion.
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5. Identification of AGT Students

Identification is ongoing, holistic, and inclusive. The school uses a **multi-source approach**:

Criteria for Identification:

- **Standardized test scores** (e.g., MAP, CAT4)
- **Teacher nominations:** Based on classroom performance, creativity, motivation, or leadership

- **Academic achievement:** High grades or exceptional work in specific subjects
- **Specialist input:** Art, PE, music teachers for talent in specific domains
- **Parent input:** Observations of behaviors, skills, or aptitudes at home
- **Student self-nomination:** Opportunities to express areas of strength and interest

AGT students are identified across all grade levels and from diverse backgrounds, including English Language Learners and students with learning differences.

6. Provision for AGT Students

RAIS provides for AGT students through **in-class differentiation, enrichment programs, and extracurricular opportunities.**

A. In-Class Strategies:

- Curriculum compacting and acceleration
- Higher-order questioning
- Independent research projects
- Flexible grouping and peer tutoring
- Extension tasks and open-ended problem solving

B. Beyond the Classroom:

- Participation in competitions (e.g., spelling bees, math Olympiads, science fairs)
- Enrichment clubs (e.g., coding, robotics, debate, drama, music)
- Leadership opportunities (e.g., student council, peer mentors)
- Public speaking, talent shows, and art exhibitions

C. Individual Support:

- Personalized learning plans (PLPs) where needed
 - Regular review of progress and engagement
 - Social and emotional support (to manage perfectionism, stress, or peer relationships)
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7. Roles and Responsibilities

- **Classroom Teachers:** Differentiate instruction and identify AGT students; maintain high expectations.
- **AGT Coordinator:** Maintain AGT register, support identification, organize enrichment opportunities, liaise with staff and parents.
- **Heads of Department:** Ensure curriculum includes appropriate challenge and enrichment.
- **Counselor:** Support emotional needs and assist with goal setting.
- **Senior Leadership Team (SLT):** Monitor implementation and provide oversight.

8. Monitoring and Evaluation

- AGT students' progress is reviewed **each term** through teacher assessments, feedback, and academic data.
 - The AGT register is updated **bi-annually**.
 - Feedback from students, parents, and staff is collected to inform future planning.
 - Impact of AGT provisions is reviewed annually by the AGT Coordinator and SLT.
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9. Equity and Inclusion

RAIS ensures that AGT identification and support are inclusive of students from all backgrounds, including:

- ELL students
 - Students with disabilities (dual-exceptional learners)
 - Students from disadvantaged or underrepresented groups
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10. Parent Communication

- Parents are informed when their child is identified as AGT.
 - Regular updates are provided through progress reports, meetings, or written communication.
 - Parents are encouraged to support enrichment and talent development at home.
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11. Professional Development

Staff receive training in:

- Identifying AGT students
 - Differentiated instruction for high-ability learners
 - Addressing the emotional and social needs of gifted students
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12. Policy Review

This policy will be reviewed **annually** by the AGT Coordinator and Senior Leadership Team to ensure effectiveness, relevance, and alignment with current best practices and SPEA guidelines.

Approval and Review	
Review date	May 25 th 2025
To be reviewed on:	May 25 th 2026
Approved as Policy by:	Principal: Mohannad Al Jayousi 