



Greenwood International School Gifted & Talented Policy

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GIFTED & TALENTED POLICY





MISSION

Introduction

Greenwood International School values all children equally and endeavors to ensure that each child can realize his/her potential in a challenging and supportive environment.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognize and support the needs of those children in our school who have been identified as “gifted” and/or “talented” according to national guidelines.

The school adheres to the following definition of terms:

- **'Gifted'** 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. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.
- **'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.
- **'More able'** refers to children who have the potential to or who are working above age-related expectations in academic subjects.
- **'Twice Exceptional'** refers to gifted children who have some form of disability. These children are considered exceptional both because of their giftedness (e.g., intellectual, creative, perceptual, motor, etc.) and because of their special needs (e.g., specific learning disability, neurodevelopmental disability, etc.)

Approximately 10 per cent of the children in our school will be considered as gifted, more able, and/or talented and twice exceptional. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.



AIMS & OBJECTIVES

The aim of this document is to ensure a consistent approach to the identification and support of gifted/talented children. Our aims are:

- To agree on shared definitions of the terms “more able”, "gifted", and “talented”.
- To ensure the identification of talented or gifted pupils as early as possible.
- To ensure that we recognize and support the needs of all our children.
- To enable children to develop to their full potential.
- To offer children opportunities to generate their own learning.
- To ensure that we challenge the children through the work that we do for them.
- To encourage children to think and work independently.



IDENTIFICATION

There is a wide range of identification strategies available to assist schools. It is important to note that **no single process should be used in isolation**. The identification process needs to be ongoing, never “once and for all”, and will always veer on the side of the positive. Concerted efforts will be made to search out and address the needs of underachievers with latent high ability. It is important to remember that some gifted and talented students may also be on the INCLUSION register. The gifted and talented register will be regularly reviewed and updated termly to ensure it broadly reflects the school’s population in terms of gender, ethnic, and socio-economic background.

SELECTION PROCESS: CAT 4 (school’s entrance exam) is administered to all the students, and teachers rank them to select any number of students that meet the criteria for selection: 1 battery – 125 & above, 2 batteries or more – 120 & above

Other SELECTION PROCESS:

- Teacher Nomination
- Student Self-nomination
- Peer nomination
- Parental nomination

Once selected, the **IDENTIFICATION PROCESS** should involve collating information from at least 3 of the following sources:

- Hamdan Bin Rashed Al Maktoum Center for Giftedness and Creativity (Grades 4-12)
- Evaluation of Academic grades
- Reports from other previous school
- Test Results/Teacher’s Assessments
- Teacher’s Observation
- Student’s Work
- Parental Information
- G & T Identification Checklist e.g., Multiple Intelligent Checklist, Creative/Divergent Thinking Checklist, etc.

If the student has other needs (TWICE EXCEPTIONAL), refer to:

- (1) A psychologist for a Psychoeducational assessment (Optional for students who don’t have any other concerns, Depends on parents' decision)
- (2) Inclusion Department for further assessment

Once identified, the class/subject teacher, Head of the Department (HOD), the Inclusion teacher will work with the G & T coordinator to validate the nomination with assessment data.



If it is agreed that the criteria are met, the child's name is entered in the G & T register.



Parents/Caregivers may be invited to the school to discuss the support plan developed to meet the child's needs.





PROVISIONS

Provision within the curriculum

- Including G & T students in lesson planning.
- Integrate multiple disciplines into the area of study.
- Present content is related to broad-based issues, themes, or problems.
- Develop independent or self-directed study skills.
- Differentiated instruction/planning in any form: stimulus, resources, learning challenges, outcome, and response.
- Develop productive, complex, abstract, and/or higher-level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Encourage the development of products that challenge existing ideas and produce “new” ideas.

Provision outside the curriculum

The following are offered, and although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Complete a Learning log – Some gifted students may already have outside hobbies and experiences arranged through their parents or communities. The student will complete a learning log of his/her experiences to show what he/she has learned.
- G & T After-School Tutoring Club – This program allows gifted students to tutor selected students in subjects/areas of concern, reinforcing their own skills while supporting their peers. This initiative enhances leadership, mentorship, and communication skills, strengthens mathematical understanding, fosters responsibility and commitment to academic excellence, and provides valuable peer tutoring experience in a structured setting.
- G & T Teacher Assistant Program – This program allows selected G & T students to assist in after-school remedial classes, supporting teachers and peers. This program helps develop leadership and mentorship skills, strengthens mathematical understanding, enhances communication and teamwork, fosters critical thinking, and provides hands-on experience in a structured learning environment, preparing students for future leadership roles.
- Mentorship – The G & T students will be mentored by a teacher.
- Self-Paced Online Courses – To develop independent study and self-paced skills, the G & T students will be enrolled in Massive Open Online Courses (MOOCs). These are free online courses available for anyone to enroll in, such as Coursera, Harvard University Free Course, and edX.
- Collaboration with the other school departments
- Involvement in school activities



Provision through outside agencies

Parents/carers should inform the school if their child is engaged with any gifted and talented program outside the school. The school will then, through discussion with the parents/carers and coaches, support the student to manage both their learning and their activity to success.

- Accelerated Program (KHDA)
- Hamdan Bin Rashed Al Maktoum Center for Giftedness and Creativity – G & T students are encouraged to engage with the foundation to enrol in its winter and summer programs, which are designed to nurture their talents and enhance their skills.



The Gifted and Talented Coordinator has overall responsibility for:

- Ensuring that the policy is implemented.
- Compiling and updating the register termly.
- Coordinating the monitoring of the progress of the gifted and talented students on the register.
- Ensuring that the professional development program includes relevant aspects of gifted and talented provision.
- Ensuring that all staff are fully aware of the G and T cohort and their targets.

The principal is responsible for:

- overseeing progress and providing feedback to the advisory board and SLT
- Ensuring that the G&T coordinator implements the policy and coordinates the monitoring of progress.
- Ensuring that the professional development program for all staff includes relevant aspects of gifted and talented provision.

All School staff have a responsibility for:

- Identifying students who should be on the G&T register and referring them to the G&T coordinator for assessment.
- Ensuring gifted and talented students are considered in every aspect of the planning.
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities; and
- Ensuring that all curriculum staff consider the range of strategies identified in this policy.

Continuing Professional Development

- Regular training for coordinators and governor
- Appropriate in-service training for all staff
- Involvement in partnership coordinator meetings and training initiatives.

Process for Development and Review

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities.
- Our commitment to supporting the gifted, more able, and talented students is reflected in our School Development Plan
- This policy and the success of the school's provision for gifted and talented students will be reviewed annually by the Coordinator/Principal.



G & T POLICY – Appendix 1

Referral Form

Gifted and Talented Nomination Form (Language/Reading)

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Is an avid reader.
- Has a large, advanced, and/or rich vocabulary
- Expresses the feelings of characters to make them seem real.
- Writes more than other students (quantity)
- Writes for fun.
- Introduces, develops, and concludes a story interestingly and elaborately.
- Enjoys composing poems, original stories, plays, or keeping a journal.
- Exhibits great desire to excel.
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject.
- Prefers to work individually.
- Is eager to complete tasks.
- Is very alert: supplies rapid answers.
- Enjoy talking with experts in this subject.



G & T POLICY – Appendix 2

Referral Form

Gifted and Talented Nomination Form (Math)

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Gets the answer correct but may find it difficult to tell you how.
- Events new, obscure systems and codes
- Reasons effectively, likes logic problems and puzzles.
- Grasps the abstract nature of mathematics easily.
- Enjoys trying to solve difficult problems.
- Likes to solve problems through discovery.
- Intuitive; has the ability to do deductive and inductive reasoning.
- Exhibits great desire to excel in math, as a mathematician or in a math-related field
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject.
- Prefers to work individually.
- Is eager to complete tasks.
- Is inquisitive.
- Is very alert: supplies rapid answers in math.
- Enjoy talking with experts in this subject.



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G & T POLICY – Appendix 3

Referral Form

Gifted and Talented Nomination Form (Science)

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Interested in science books and/or science programs on TV.
- Has science-related hobbies or collections.
- Likes gadgets.
- Learns science concepts quickly, is curious about natural relationships, and wants to understand how things work.
- Comes up with good questions or ideas for experiments.
- Persistent; sticks with investigations despite difficulties.
- Exhibits great desire to be a scientist.
- Is eager to tell others about discoveries and shows excitement in voice when talking about the subject.
- Prefers to work individually.
- Is inquisitive.
- Is very alert: supplies rapid answers in science.
- Enjoy talking with experts in this subject.
- Enjoy science museums, Discovery channel, etc.



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G & T POLICY – Appendix 4

Referral Form

Gifted and Talented Parent Checklist (General Intellectual Ability)

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Silverman/Waters Checklist

Compared to other children your child's age, please check each of the descriptors below which fit your child well:

- Good problem-solving abilities
- Rapid learning ability
- Extensive vocabulary
- Good memory
- Long attention span
- Sensitivity
- Compassion for others
- Perfectionism
- High degree of energy
- Preference for older companions
- Wide range of interests
- Excellent sense of humor
- Early or avid reading ability
- Good ability with puzzles, mazes, or numbers
- At times, mature for age
- Perseverance in areas of interest



G & T POLICY – Appendix 5

Referral Form

Gifted and Talented Teacher Nomination Form (General Intellectual Ability)

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Sees connections/recognizes patterns, may want to know how what is being taught fits in.
- Asks many probing questions, sometimes to the point of driving others “up the wall”
- Appears to have a deep sense of justice. May correct others seen as wrong.
- Able to work one or two years above others in age group.
- Widely read or likes to read. May prefer to read rather than be with others.
- Seems to know many things that have not been taught.
- Has a large vocabulary but may choose when to display it.
- Benefits from rapid rate of presentation. May refuse to do work seen as “busy work”
- Displays intensity for learning. Preoccupied and hard to move on to new area.
- Prefers a few close friends to many friends.
- Likes to observe before trying new activities. Think through ideas before sharing with others.
- Knowledgeable about things age peers may not be aware of.
- Prefers to work independently with little direction. May be resistant to being a leader of a group.
- Displays abstract thinking. Requires time to think before responding.
- High energy level- physical, intellectual, and psychological
- May have discrepancies between physical, social, and intellectual development.



G & T POLICY – Appendix 6

Referral Form

Gifted and Talented Parent Checklist (Leadership)

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Signature of Parent/Guardian Completing Checklist: _____

Please see the characteristics that accurately describe the TYPICAL behavior of this student.

- Ability to set goals.
- Influences others to work toward desirable/undesirable goals
- Looked to by others when something must be decided
- Initiates activities that involve peers
- Tends to dominate peers or situations
- Judges abilities of others and finds a place for them
- May appear bossy at times.
- Interacts easily with both children and adults.
- Sought out by other students for play/activities.
- Sense of justice and fair play
- Can be counted on to do what he/she promised.
- Self-confident
- Is often the captain of teams.
- Is sensitive to the feelings of others or to situations.
- Makes things happen.
- May be frustrated by lack of organization or progress
- Motivate others.
- Expresses negative feelings appropriately



Additional comments





G & T POLICY – Appendix 7

Peer Identification - Leadership

Students: Please use first and last names. Write one name only (from your class) for each line. You may use the same person's name for more than one question.

- A.** If your teacher became ill and had to leave the room, which one of your classmates would take charge and the afternoon would run smoothly?

- B.** If you had to plan a party, but you did not have time to plan it, which one of your classmates would you ask to plan the party and you know that the party would be a success?

- C.** A group of students in your class thinks a rule is unfair. Which of your classmates would you nominate to go talk to the principal about this?



G & T POLICY – Appendix 8

Gifted and Talented Rating Scale (Leadership)

A Self-rating Scale by Dr. Lois Roets

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

DIRECTIONS: Read each statement. Mark with the number of your choice.

1—almost always 2—quite often 3—sometimes 4—not very often 5—never

_____ I have strong convictions about things.

_____ When I believe in something, I work to promote it.

_____ I listen to both sides of the issue before I make up my mind.

_____ I have self-confidence.

_____ I can say my opinions in public.

_____ I usually am satisfied with the decisions I make.

_____ When I am criticized for some action I have taken, I can usually go about my work.

_____ I like to be in charge of events.

_____ I can see what materials are needed to complete a project.

_____ I can see the sequence of steps necessary to complete a project.

_____ When I am convinced of something, I have the courage to act for it.

_____ I often lead projects.

_____ When I see somebody who is a leader, I think that I could do as well as that leader.

_____ I can speak to persons in authority.

_____ I have the energy to complete projects that I am interested in completing.



- _____ I can understand the viewpoints of others.
- _____ I am willing to change my mind if new facts suggest that I should change my mind.
- _____ I get anxious and excited and can use this energy to complete a task.
- _____ I can work with many types of people and personalities.
- _____ I usually understand the plot of a story or play or the main point in a conversation.
- _____ I am willing to try new experiences when these seem wise.
- _____ I know when to lead, to follow, and to get out of the way.
- _____ I admire people who have achieved great things.
- _____ I dream of the day and time when I can lead myself or others to great accomplishment.
- _____ I feel at ease asking people for help or information.
- _____ I can be a “peacemaker” if I want to be.



G & T POLICY – Appendix 9

Gifted and Talented Leadership Jot Down

Teacher Name: _____

Date: _____

| | | | |
|---|--|--|--|
| <p>Gets others to work toward desirable/undesirable goals</p> | <p>Looked to by others when something must be decided</p> | <p>Initiates activities that involve peers</p> | <p>Able to figure out what is wrong with an activity and show others how to do it better</p> |
| <p>Transmits his/her enthusiasm for a task to others</p> | <p>Judges the abilities of others and finds a place for them</p> | <p>May appear “bossy” at times</p> | <p>Interacts easily with both children and adults</p> |



| | | | |
|---|--------------------------------|--|---|
| Sought out by other students for play/ activities | Sense of justice and fair play | Can be counted on to do what he/she promised | Self-confident |
| Is often the captain of teams | Helps settle differences | Makes things happen | May be frustrated by a lack of organization or progress |





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G & T POLICY – Appendix 10

The Williams Scale

A Parent and Teacher Rating Scale of Children's Divergent Thinking and Feeling Related to Creativity

Child's Name: _____ Grade: _____

Age: _____ years _____ month

Person Completing the Scale: _____

Relationship to Child: _____

Directions for Using the Scale: Check the appropriate box beside each item that best describes the child's behavior.

| Fluency | Often | Sometimes | Seldom |
|--|--------------|------------------|---------------|
| The child thinks of several answers when a question is asked. | | | |
| The child draws several pictures when asked to draw one. | | | |
| The child has several ideas about something instead of just one. | | | |
| The child asks many questions. | | | |
| The child uses a large number of words when expressing ideas. | | | |
| The child works rapidly and produces a great deal. | | | |



| Flexibility | Often | Sometimes | Seldom |
|---|--------------|------------------|---------------|
| The child thinks of many ways to use an object rather than its common use. | | | |
| The child expresses more than one meaning for a picture, story, poem, or problem. | | | |
| The child can transfer meaning in one subject to another subject. | | | |
| The child shifts his point of view to another point of view. | | | |
| The child exhibits a variety of ideas and explores many of them. | | | |
| The child thinks of numerous possibilities for solving a problem. | | | |

| Imagination | Often | Sometimes | Seldom |
|---|--------------|------------------|---------------|
| The child makes up stories about places never seen. | | | |
| The child imagines how others would deal with a problem. | | | |
| The child daydreams about things or places. | | | |
| The child likes to imagine things he has never experienced. | | | |
| The child sees things in pictures or drawings other than the obvious. | | | |
| The child can wonder freely about things and ideas. | | | |
| Complexity | Often | Sometimes | Seldom |
| The child is interested in intricate things and ideas. | | | |
| The child likes to involve himself in complicated tasks. | | | |
| The child wants to figure things out without assistance. | | | |
| The child enjoys tasks that are difficult. | | | |
| The child thrives on trying again and again in order to | | | |
| The child produces more complex solutions to problems | | | |



| Risk-Taking | Often | Sometimes | Seldom |
|--|--------------|------------------|---------------|
| The child will defend ideas regardless of the reactions of others. | | | |
| The child sets high goals of accomplishment and is not afraid to try to achieve them. | | | |
| The child admits to mistakes or failures. | | | |
| The child likes trying new things or ideas and is not easily influenced by friends. | | | |
| The child is not overly concerned with disapproval by classmates, teachers or parents. | | | |
| The child prefers taking chances or “dares” just to learn of the outcomes. | | | |





G & T POLICY – Appendix 11

Creative/Divergent Thinking

Student Name: _____ Class Teacher: _____

Name of Parent/Guardian completing the checklist: _____

Signature: _____ Date: _____

Please check the characteristics that accurately describe your child's typical behaviors:

- Fluency – thinks of many ideas.
- Flexibility – able to change ideas.
- Elaboration – able to add to their ideas.
- Originality – has ideas no one else may have thought of
- Alert and curious, constantly asking questions about everything and anything
- May be bored with routine tasks
- Imaginative – has a strong sense of fantasy, vivid imagination
- May daydream at times
- May be opinionated
- High-risk taker, adventurous, speculative
- Likes things that are difficult or complicated.
- High energy level which may at times cause students to get into trouble.
- Sense of humor – sees humor in situations others do not see.



- Has low interest for providing details.
- May not read rules/instructions or may question the rules.
- Enjoys spontaneous activities.
- Appears reflective or idealistic.

Additional comments





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G & T POLICY – Appendix 12

Gifted and Talented Nomination Form

Creative/Divergent Thinking Jot down

Teacher Name: _____ Grade: _____ Date: _____

| | | | |
|---|---|--|---|
| Fluency – many ideas. | Flexibility – able to change ideas | Elaboration – able to add to ideas | Originality – has ideas no one else may have thought of |
| Alert and curious, constantly asking questions about everything and anything | May be bored with routine tasks | Imaginative – has a strong sense of fantasy | May daydream at times |
| May be uninhibited in expressions or opinions, is sometimes radical/tenacious | High risk taker, adventurous, speculative | High energy level which may at times cause student to get in trouble | Sense of humor – sees humor in situations others do not see |



| | | | |
|--|--|-------------------------------|----------------------------------|
| Has low interest for providing details | May not read rules or may question the rules | Enjoys spontaneous activities | Appears reflective or idealistic |
|--|--|-------------------------------|----------------------------------|





Linking Learning To Life

G & T POLICY – Appendix 13

Gifted and Talented Parent Checklist

Peer Identification – Creativity

Pretend our class found a puppy on the playground.

Which three students would be most likely to think up lots of names for the puppy?

1. _____ 2. _____ 3. _____

Which three would make up the most unusual names?

1. _____ 2. _____ 3. _____

Which three would think of names no one else would think of?

1. _____ 2. _____ 3. _____

Which three probably would come up with the name we would finally decide on?

1. _____ 2. _____ 3. _____

Which three students would be the most likely to write a story about the puppy?

1. _____ 2. _____ 3. _____

Which three students would probably think up different ways to teach the puppy a trick?

1. _____ 2. _____ 3. _____



If we design a collar for our puppy, which three students would probably come up with the most designs for a collar?

1. _____ 2. _____ 3. _____

Which three students would come up with the fanciest collar?

1. _____ 2. _____ 3. _____

Which three students would come up with the most unusual collar?

1. _____ 2. _____ 3. _____

Which three students would make the most suggestions of what could be done with the puppy?

1. _____ 2. _____ 3. _____

Which three would give the teacher the most reasons for allowing the dog to come into the classroom?

1. _____ 2. _____ 3. _____