

**Gifted, Talented &
Higher Attaining Policy**

Academic Year 2025-26



DHRUV GLOBAL SCHOOL

Al Barsha South, Dubai

GIFTED, TALENTED & HIGHER ATTAINING POLICY

Academic Year 2025-26

Vision	Creating Global Leaders with Yogic Values
Mission	To nurture every child with care and purpose, expanding our family and impact across the world.

Drafting Date	August 2026	Date of Next Review	August 2027
Principal		Vice Principal	Mr. Jeoffrey Mendonca
G&T Coordinator / Inclusion Lead	Dr. Deepika	Head of Assessment	Ms. Athira

1. Introduction & Philosophy

1.1 Purpose

Dhruv Global School is committed to identifying, challenging, and nurturing every learner whose ability, talent, or attainment sets them apart from their peers. This policy sets out how the school recognises Gifted, Talented, and Higher Attaining (G&T/HA) students and ensures each is given the guidance, provision, and pastoral support needed to reach their full potential, in line with the school's CBSE curriculum framework.

1.2 Vision & Core Beliefs

This policy is anchored in the school's Vision of "Creating Global Leaders with Yogic Values" and its Mission to nurture every child with care and purpose. The school believes ability and talent can appear in any child, at any stage, and in academic, creative, physical, or leadership domains alike, and that provision for high-potential learners must sit alongside, not apart from, an inclusive, values-based education. Practice is aligned with UAE and international benchmarks for academic excellence and inclusive education.

1.3 Statutory Frameworks

The policy is written to comply with the KHDA Inclusive Education Policy Framework and related UAE federal guidelines on gifted and talented education, and is reviewed annually to reflect updates to these frameworks and to DSIB inspection expectations.

2. Definitions & Categorization

To ensure a shared understanding across staff, students are identified under one or more of the following four categories:

- **Giftedness:** innate, high-level cognitive or intellectual ability across academic or abstract domains, typically within the top 10% of the student's peer group, evidenced through standardised cognitive ability testing.
- **Talent:** exceptional, measurable performance or practical skill in non-academic fields such as the visual and performing arts, sport, or leadership, evidenced through external accreditation, competition results, or specialist assessment.
- **Higher Attaining (More Able):** outstanding classroom achievement, secure mastery of the current curriculum, and consistently top-tier results in internal and external assessments.
- **Dual Exceptionality (2e):** students identified as Gifted and/or Talented who also hold a registered SEND/determination profile. These learners are jointly monitored by the G&T Coordinator and the Inclusion Team so that support in one area never overshadows challenge in the other.

3. Identification Processes & Criteria

Dhruv Global School uses a multi-tiered identification process, combining quantitative data, qualitative evidence, and specialist input, so that no child with high potential is missed.

3.1 Quantitative Data

Standardised benchmark data forms the primary evidence base for identification. Thresholds are reviewed annually and currently include the following:



- **Category A – Gifted (Cognitive Potential):** a CAT4 Standard Age Score (SAS) of 125+ in any individual battery (Verbal, Non-Verbal, Quantitative, or Spatial reasoning) or an overall Mean SAS of 125+, corresponding to Stanine 8 or 9.
- **Category B – Higher Attaining (Academic Performance):** students scoring at or above the 85th percentile (top 15%) in ASSET English, Mathematics, or Science, or tracking consistently in the top 5–10% of the cohort across summative unit assessments and internal examinations (PT Series, MAP, and internal tracking data).
- **Category C – Talented (Performance/Practical Skills):** external accreditation such as Level 5+ ABRSM (Associated Board of the Royal Schools of Music – UK) /Trinity music examinations, representation at club, emirate, or national level in sport, professional-standard arts portfolios, or high scores on recognised talent-profiling tools.

3.2 Qualitative Data

Quantitative thresholds are triangulated with standardised teacher observation checklists, parent referrals, and student self-nominations, ensuring that ability not yet reflected in test scores can still be recognised.

3.3 External/Specialist Input

The school recognises assessments and certification from recognised external bodies, including the Hamdan Bin Rashid Al Maktoum Foundation for Giftedness and Innovation, and reports from professional sports or arts coaches, as valid supporting evidence for identification.

3.4 Equity in Identification

Specific screening protocols are applied for English Language Learners (ELL/EAL) and late-enrolling students, using non-verbal and spatial reasoning measures, home-language input, and a settling-in period before final categorisation, so that language or transition does not mask genuine potential.

4. The Registers & Documentation

4.1 G&T and Higher Attaining Register

A central G&T and Higher Attaining Register is maintained on the school's tracking system by the G&T Coordinator/Inclusion Lead in collaboration with Heads of Department and Heads of Year, and is updated termly to reflect new identifications, exits, and category changes.

4.2 Advanced Learning Plans (ALPs) / Pupil Passports

Every identified student has an Advanced Learning Plan (ALP) or Pupil Passport that documents their strengths, personal learning targets, and the specific provision or adaptations in place. ALPs are co-created with class teachers, reviewed termly, and shared with parents.

5. Instructional Provision & Strategies

5.1 In-Class Differentiation

Teachers differentiate through higher-order questioning, tiered assignments, and open-ended, choice-based tasks that allow G&T/HA students to work at greater depth within the CBSE curriculum, rather than simply completing more work.



5.2 Acceleration & Compacted Curriculum

Where appropriate, provision includes curriculum compacting, the option to skip content already mastered, and early or accelerated entry into higher grade-level content or advanced assessments within the CBSE framework, agreed jointly by the subject teacher, G&T Coordinator, and parents.

5.3 Enrichment Opportunities

Enrichment is offered through academic competitions (Olympiads and inter-school events), subject-specific enrichment clubs, independent research projects, and industry- or community-linked projects that extend learning beyond the classroom.

6. Social and Emotional Support

6.1 Wellbeing and Counseling

The school Counsellor and pastoral team support G&T/HA students with the challenges specific to high ability, including asynchronous development, perfectionism, performance anxiety, and the social pressures of standing out among peers.

6.2 Monitoring Tools

Wellbeing is tracked through regular feedback loops between teachers, students, and parents, supported by structured emotional and attitudinal surveys such as PASS (Pupil Attitudes to Self and School).

7. Roles and Responsibilities

7.1 Governing Board, Principal & Vice Principal

The Governing Board and School Leadership (Principal and Vice Principal) provide strategic oversight of this policy, ensure adequate resourcing and staff training, and hold overall accountability for compliance with DSIB expectations.

7.2 Inclusion Lead / G&T Coordinator

The G&T Coordinator maintains the register, interprets benchmark and tracking data, coaches instructional staff on differentiation strategies, and reports on provision and outcomes to the Senior Leadership Team.

7.3 Classroom Teachers & Heads of Department

Class teachers and Heads of Department design appropriately challenging classroom environments, maintain student ALPs/portfolios, and identify and refer students who show readiness for advancement.

8. Partnership with Parents & Community

8.1 Communication

Parents receive regular updates on their child's identification status and progress against their Advanced Learning Plan, through termly reports and scheduled parent meetings.



8.2 Parental Engagement

The school runs periodic workshops and shares curated resources to help families understand and nurture high potential at home, and encourages parents to contribute observations and external achievements to their child's profile.

9. Monitoring, Evaluation, and Review

9.1 Success Metrics

The impact of this policy is measured through progress rates in external and internal benchmarking assessments, the proportion of identified students meeting or exceeding expected progress (target: 3+ steps per year for Talented/Gifted learners and sustained top-band performance for Higher Attaining learners), and feedback from staff, students, and parents.

9.2 Review Cycle

This policy is formally reviewed on an annual basis by the Senior Leadership Team, and updated as needed to align with the latest KHDA inspection parameters and DSIB expectations.

Appendix A: Quantitative Identification Thresholds

The table below summarises the standardised quantitative thresholds referenced in Section 3.1, used to satisfy KHDA inspection expectations through a combination of international standardised assessments, internal tracking data, and percentile benchmarks.

Category	Focus	Key Thresholds
A – Gifted	Cognitive Potential	CAT4 SAS of 125+ in any battery, or overall Mean SAS 125+; Stanine 8 or 9.
B – Higher Attaining	Academic Performance	85th percentile+ (top 15%) in ASSET English/Maths/Science; top 5–10% in internal summative assessments.
C – Talented	Performance / Practical Skills	Level 5+ ABRSM/Trinity; club/emirate/national sport representation; professional arts portfolio review; high scores on talent screeners (e.g. Torrance Tests of Creative Thinking).