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MISSION: "TO EDUCATE THE STUDENTS IN A HIGHLY PRODUCTIVE AND SAFE ENVIRONMENT EMBEDDED IN NATIONAL AND INTERNATIONAL VALUES AND SKILLS"

VISION: "INNOVATIVE EDUCATION TO PRODUCE WORLD-CLASS, GLOBAL CITIZENS"

GIFTED & TALENTED STUDENTS POLICY

This procedure will be brought to the attention of staff at least once a year.

Approval Authority	 Principal	Date of Issue	Jan,2025	Reviewed	March, 2026
Responsible Personnel	School Counselor				
Responsible Office	Inclusion Team	Available	School Website, Principal's office		

Policy Statement

At Pakistan Higher Secondary School, RAK, we recognize that gifted and talented students have specific academic, creative, or leadership abilities that require tailored support to help them reach their full potential. This policy outlines how we identify, support, and challenge these students, ensuring they have access to appropriate learning opportunities that foster their growth, achievement, and well-being.

Aims of the Policy

- To identify and recognize gifted and talented students across a range of subjects and abilities.
- To provide a challenging and enriching curriculum tailored to their individual strengths and needs.
- To offer opportunities for extension, enrichment, and acceleration to encourage the intellectual and personal growth of gifted and talented students.
- To ensure gifted and talented students are supported in their social and emotional development.
- To promote an inclusive environment where all students' abilities are recognized and celebrated.

Definitions

For the purposes of clarity, PHSS, RAK acknowledges and supports the definitions of Gifted and/or Talented that are stated in the United Arab Emirates School Inspection Framework and which clearly defines these terms as follows:

- The term 'giftedness' refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability'. These domains will include intellectual, creative, social, physical abilities. In the case of a gifted and talented student, whilst exceptional potential will be present, they may actually under-achieve.
- 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.

(United Arab Emirates School Inspection Framework, page 119)

It is also worth noting that all Gifted and/or Talented students have the potential to be highly able, but not all highly-able students are truly gifted. For example, a highly-able student will often know the answer to questions but a gifted learner will ask questions.

Identification

Identifying gifted and talented students is an ongoing process and will be based on a range of methods and it is not always easy to see. A student's abilities may be hidden due to factors such as:

- Cultural or language background
- Gender
- Learning difficulties
- Socio-economic circumstances
- Limited access to suitable learning opportunities
- Lack of engagement when the curriculum does not match their ability

At PHSS RAK, we understand these challenges and have a clear and fair process to identify students who are Gifted and/or Talented.

A Gifted and/or Talented student is one who shows outstanding ability in one or more of the following areas:

- General intellectual ability
- Specific academic subjects
- Leadership and interpersonal skills
- Creative, visual, or performing arts
- Sports and physical abilities
- Technical or technological skills

1. Academic Gifted and/or Talented Identification

Students will be identified as Academic Gifted and/or Talented if:

- They achieve a **Mean Stanine of 9**, and will automatically be placed on the Gifted and/or Talented register.
- Scoring above 120 in CAT 4.

Students can also be identified through referrals:

- Teachers may refer students through the **Inclusion Department Record of Concern**.
- Parents may make a referral by contacting the **Gifted and/or Talented Coordinator**.

Process after referral:

Step 1

- A referral is made by a teacher or parent.

Step 2

- With parental permission, the Gifted and/or Talented Coordinator and the Senior Director of Inclusion:
 - Observe the student
 - Review their classwork and achievements
 - Analyse internal and external assessment data

Step 3

- A final decision is made by the Gifted and/or Talented Coordinator and the Senior Director of Inclusion.
- If the case is borderline, a **Vice Principal** will be consulted for final approval.

Each subject will use its own subject-specific criteria to identify giftedness across all Key Stages.

2. Creative Arts and Sports Gifted and/or Talented Identification

PHSS RAK strongly values talents beyond academics. Students may be identified in:

- Performing Arts
- Visual Arts
- Physical Education and Sports

Students will be assessed and placed into one of the following levels:

- **Level 1:** Participates at school level
- **Level 2:** Represents the community
- **Level 3:** Represents the country

Referral sources:

- Subject teachers
- Director of Sport
- Director of Arts

Process after referral:

Step 1

- Teacher referral is made through the Inclusion Department Record of Concern.

Step 2

- With parental permission, a panel meeting is held including:
 - Gifted and/or Talented Coordinator
 - Senior Director of Inclusion
 - Director of Arts and/or Director of Sport

Step 3

- The panel decides whether the student should be added to the Gifted and/or Talented register.
- For borderline cases, a **Vice Principal** will give final confirmation.

The school will maintain a register of identified G&T students for monitoring and planning purposes.

Provision and Support

The school will provide a range of strategies to ensure that gifted and talented students are adequately supported:

- **Differentiation:** Teachers will modify lesson plans, activities, and resources to offer appropriate levels of challenge to gifted and talented students, ensuring that they are continuously stretched.
- **Enrichment Activities:** Gifted and talented students will be encouraged to participate in extracurricular activities such as clubs, competitions, music groups, drama productions, and sports teams, to broaden their skills and interests.
- **Acceleration:** Where appropriate, students may be offered opportunities for accelerated learning, such as subject or year-group skipping or the opportunity to work on more advanced materials.
- **Mentoring and Coaching:** Students may be paired with mentors or coaches for subject-specific guidance or support with personal development.
- **Independent Learning Opportunities:** Encouraging students to engage in independent research, projects, or advanced coursework outside of the standard curriculum.
- **Extension Resources:** Provision of additional reading, problem-solving tasks, or complex assignments for students who need more challenge.

Social and Emotional Support

We recognize that gifted and talented students may face unique social and emotional challenges. The school will ensure the following:

- **Supportive Environment:** Create an environment that nurtures the emotional well-being of gifted students, helping them develop resilience and self-confidence.
- **Peer Group Opportunities:** Encourage gifted and talented students to engage with like-minded peers in both academic and non-academic settings.
- **Counseling Support:** Provide counseling services where students may need guidance on managing stress, perfectionism, or social relationships.
- **Balanced Expectations:** Support students in developing a healthy balance between academic achievement and extracurricular involvement.

Curriculum and Differentiation

Gifted and talented students will be offered a curriculum that:

- **Offers Depth and Breadth:** The curriculum will be enriched and extended to provide depth, allowing gifted students to explore topics more thoroughly and at a faster pace.
- **Varies According to Ability:** Some students may benefit from working beyond their age group in specific subjects (e.g., studying higher-level mathematics or participating in university-level courses).
- **Encourages Creative Thinking:** Gifted students will be encouraged to think creatively and critically, fostering innovation, problem-solving, and independent thinking.

8. Staff Development

- **Professional Development:** Staff will receive ongoing training in identifying and supporting gifted and talented students, including strategies for differentiation, advanced teaching techniques, and meeting the emotional and social needs of these students.
- **Collaboration and Sharing Best Practices:** Teachers will be encouraged to collaborate and share resources and strategies for meeting the needs of gifted and talented students within and across subject areas.

9. Parent and Community Engagement

- **Communication with Parents:** Parents will be regularly informed of their child's progress and involvement in enrichment activities. Open channels of communication will be maintained to ensure that parents are part of the process in supporting their child's development.
- **Engagement with the Wider Community:** We will seek to involve local experts, universities, and businesses in providing enrichment activities or opportunities for gifted students.

10. Monitoring and Review

The policy will be regularly monitored to ensure its effectiveness. Key measures of success will include:

- **Student Progress:** Regular assessment of student performance to ensure that gifted students are being appropriately challenged.
- **Student Well-Being:** Feedback from students and parents on the social and emotional impact of the school's provision.
- **Staff Feedback:** Teachers will be encouraged to provide feedback on the resources and support available to them for working with gifted and talented students.

The policy will be reviewed annually, with input from staff, students, and parents, and any necessary adjustments made based on current best practices and student needs.