



ARCADIA GLOBAL SCHOOL

AGS Gifted Education Policy
2024-2025

Al Furjan
Dubai, United Arab Emirates



Arcadia Global School Gifted Education Policy

Policy Statement

Arcadia Global School (“AGS”, “we”, “the School”) aims to implement rigorous systems for identifying and challenging gifted students. Our teaching and curriculum are designed to foster the highest levels of personal achievement across all aspects of student development. We prioritise inclusive education, ensuring every student can aspire to their fullest potential, regardless of background or ability. AGS values the unique gifts and talents of each student, striving to prepare them for responsible adolescence and adulthood through comprehensive learning opportunities.

The Knowledge of Human and Development Authority (KHDA) define a gifted student as:

‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’

Identification of Gifted Students

Effectively identifying gifted students requires clarity on distinguishing them from talented students. While both groups may exhibit high ability, giftedness encompasses unique traits not always found in those who are talented. Key distinctions often include:

Talented	Gifted
A talented student may excel uniformly across various domains	A gifted student may exhibit exceptional performance in specific areas alongside challenges in others, including cognitive or emotional challenges (asynchronous development, multiple exceptionalities/excitabilities).
A talented student knows the answer	A gifted student asks the thought-provoking and probing questions
A talented student may possess a fine imagination	A gifted student uses imagination to experiment with ideas
A talented student enjoys school	A gifted student thrives in self-directed learning environments
A talented student achieves through hard work	A gifted student achieves with innate ability

Additionally, gifted students confidently apply acquired skills, knowledge, and understanding to new and diverse learning contexts, allowing them to make meaningful and unique connections across different areas of learning and sources to deepen their understanding of the world.

Primary students are identified using the following protocol:

<p>Step 1</p>	<p>Students undertake CAT 4 suitable for their year group. The following students move onto Step 2:</p> <ul style="list-style-type: none"> • Students with a mean SAS CAT 4 score of 125 or more (~ stanine 9)
<p>Step 2</p>	<p>Identified students are selected to undertake the CAT 4 for the level (year group) above their own, i.e. level X > Pre-A, Pre-A > A, A > B, B > C, and so on. This process is repeated until the student scores below 119 (Mean SAS). This is to determine their cognitive ability in relation to the expectation for the age group. A student may be operating at a level a year or two above their current age/year group.</p>
<p>Step 3</p>	<p>Students achieving stanine 7 (112 Mean SAS) or above for CAT4 tests above their own age group will be referred for an external standardised assessment to better determine the intensity and domains of their possible giftedness and any areas of asynchronous development.</p> <p>In the future, KS2 students from <i>Step 2</i> will undertake the GL RAPID and LASS 8-11 tool to identify strengths and challenges with literacy skills and executive functioning.</p>
<p>Step 4</p>	<p>Students are assigned levels determining level of provision and next steps. Level 1, Level 2, Level 3.</p> <p>Primary</p> <p>Level 1: Non-academic talents without CAT4 means SAS \geq 125 will be identified as Level 1.</p> <p>Level 2: Year appropriate CAT4 mean SAS \geq 125. Students working at a CAT4 mean SAS \geq 119 for the year group above their own. Alternatively, a clinical diagnosis of mild-moderate giftedness.</p> <p>Level 3: Year appropriate CAT4 mean SAS \geq 125. Students working at a CAT4 mean SAS above 119 for at least one year above their own. Alternatively, a clinical diagnosis of high-profound giftedness.</p>

Students can also be assessed and assigned a level if an external assessment is provided with sufficient detail, even if they do not meet the initial criteria. Students are assigned one of three levels:

Level 1 – Stretch and challenge is provided by the class / subject teacher. Strategies and accommodations outlined in a Talent Support Plan (TSP). Students designated as ‘Talented’.

Level 2 – Identified internally as an ‘exceptional learner’. Provision of Exceptional Learner Plan (ELP). Recommended external psychoeducational and diagnostic assessment. The student has access to specialist intervention and enrichment activities. Stretch and challenge is provided by the class / subject teachers.

Level 3 – Identified internally as an ‘exceptional learner’. Highly recommended external psychoeducational and diagnostic assessment for IQ, giftedness, and potential multiple exceptionalities. Provision of ELP. Candidate for tailored curriculum modifications. Stretch and challenge is provided by the class / subject teachers.

Exceptional learners (EL) and Talented students will be highlighted on teachers’ iSAMS platforms.

Secondary students are identified using the following protocol:

<p>Step 1</p>	<p><i>Step 1: Initial Screening</i></p> <p>All secondary students undertake the CAT4 assessment appropriate for their year group. Students who achieve a Standard Age Score (SAS) of 130 or above in at least one CAT4 battery (stanine 9) are identified for further assessment.</p>
<p>Step 2</p>	<p><i>Step 2: Tiered Identification</i></p> <p>Identified students are assigned to one of three levels based on their cognitive profile and educational needs:</p> <ul style="list-style-type: none"> • Level 1 – Talented - Music, PE, Art has its own subject criteria. • Level 2 – More Able – CAT4 125 to 129 in one or more batteries • Level 3 – Gifted - CAT 4 130+ in one or more batteries
<p>Step 3</p>	<p><i>Step 3: Exceptional Learner Designation</i></p> <p>Students identified as 'Gifted' receive:</p> <ul style="list-style-type: none"> • A personalized Exceptional Learner Plan (ELP) outlining their specific learning needs and recommended strategies. • A recommendation for external psychoeducational or diagnostic assessments to gain deeper insights into their learning profile. • Access to enrichment programs tailored to their strengths. • Stretch and challenge opportunities facilitated by subject teachers within their curriculum.
<p>Step 4</p>	<p><i>Step 4: Ongoing Support and Monitoring</i></p> <ul style="list-style-type: none"> • Regular progress reviews ensure that the identified students receive appropriate support and challenge. • Collaboration between teachers, counsellor, and parents ensures a holistic approach to student development. • Opportunities for external competitions, mentorships, and advanced coursework are provided where appropriate.

Non-academic identification results in students being identified as ‘Talented’ students, and the process consists of:

Applies to all subjects:	Students that are competing in competitions that are recognised at a national level or international level would be considered ‘Talented’ in that domain.		
Subject	Definition	Identification	Actions and Provisions
Art	Students showing a high ability in art and design using a range of techniques with different media, can evaluate their work and artists’ work to enhance their own artworks.	<p>Data Outcomes:</p> <ul style="list-style-type: none"> - CAT4 Spatial SAS: ≥ 125 - Teacher assessment (if CAT4 is below 125) <ul style="list-style-type: none"> • Participating in art activities • Consistently high quality in different media • Learning skills faster than others • Curious about other artists and evaluate their artwork 	<ul style="list-style-type: none"> • Challenging tasks • Offer opportunities to participate in in-school and out-of-school contests, events, and activities • Art exhibitions (both internal and external) • Mentorship • Museum and Gallery Trips • Artist’s research and analysis
Music	Students who demonstrate exceptional musical abilities in singing, listening, composing, and performing.	<p>CAT4 Assessment</p> <ul style="list-style-type: none"> • CAT4 Spatial SAS: ≥ 125 <p>External Exams</p> <ul style="list-style-type: none"> • Grade 1 at KS1/KS2, or • Grades aligned with KS3/KS4 Rubric <p>Teacher’s Assessment</p> <p><u>Singing & Playing Instruments</u></p> <ul style="list-style-type: none"> - The student is making extraordinarily fast progress on an instrument than others of a similar age or experience; - The student shows evidence of an exceptional musical memory or aural awareness; - The student has a unique voice and involves himself in every possible opportunity (open stage class activity, school events); <p><u>Composing & Improvising</u></p> <ul style="list-style-type: none"> - The student invents new music (using voice, instruments of technology); <p><u>Performing</u></p> <ul style="list-style-type: none"> - The student is showing evidence of a particular aptitude for performance to an audience (confidence, self-expression) (external/internal events, lessons); - The student picks up and retains information about music and can reproduce it through singing or playing, speaking about it, or movement. <p><u>Listening & Appraising</u></p> <ul style="list-style-type: none"> - The student shows a remarkable aptitude for age in pitch discrimination or rhythmic awareness (based on skills progression map) - The student displays increased concentration times when engaged with music as opposed to other activities; - The student shows extraordinary musicality and imagination during the listening activity. 	<ul style="list-style-type: none"> • Strongly encourage instrumental lessons outside of school • Participation in school ensembles • Flexible curriculum • Participation in external events and competitions

<p>Sports</p>	<p>Physical Literacy: - The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.</p> <p>Sport: - an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.</p>	<p>Physical Literacy - Identification of elite flightpath through use of sport assessment grid.</p> <p>Sport - Nationally recognised competitions - Competing on a National or International level</p>	
<p>Physical Education (PE)</p>	<p>Students demonstrating exceptional talent in physical education consistently master advanced skills across multiple sports, exceed fitness benchmarks, participate in high-level competitions, and showcase leadership, sportsmanship, and strategic understanding in gameplay.</p>	<p>Fitness Assessments:</p> <ul style="list-style-type: none"> - Strength: Standing Long Jump, Vertical Jump - Agility: 5-10-5 Shuttle Run - Speed: 30-Meter Sprint - Endurance: 12-Minute Cooper Test <p>Competitive Achievements:</p> <ul style="list-style-type: none"> - Participation in regional or national competitions or recognized sports events - Consistently awarded titles such as Man of the Match or Best Player <p>Sportsmanship & Leadership:</p> <ul style="list-style-type: none"> - Leads teams, motivates peers, and demonstrates exemplary behavior on and off the field <p>Tactical & Strategic Thinking:</p> <ul style="list-style-type: none"> - Develops and applies innovative strategies in competitive sports 	<ul style="list-style-type: none"> - Offer opportunities to compete in regional and national competitions - Provide specialized coaching and training programs - Encourage participation in school sports teams and elite squads - Nominate students for sports awards and recognition - Facilitate leadership opportunities within teams and school events - Organize sports camps, workshops, and mentorship programs - Arrange exposure to professional athletes, coaches, and external training facilities
<p>STREAM</p>	<p>Students who exhibit advanced abilities in critical thinking, logical reasoning, problem-solving, and creativity across Science, Technology, Robotics, Engineering, Arts, and Mathematics. They often excel in coding, engineering design, computational thinking, and scientific inquiry.</p>	<p>CAT4 Indicators:</p> <ul style="list-style-type: none"> - Verbal Reasoning > 115: Strong ability to understand complex instructions, explain ideas, and link concepts in STREAM discussions (e.g., explaining the physics behind a Sphero boat race). - Non-Verbal Reasoning > 120: Excels in pattern recognition, coding, and spatial design (e.g., quickly identifying solutions in Kubo challenges or designing efficient LEGO SPIKE structures). - Quantitative Reasoning > 120: Strong numerical reasoning, quickly grasping mathematical relationships in robotics and physics-based activities (e.g., distance-speed-time calculations in Kubo Coding+). 	<ul style="list-style-type: none"> - Advanced Coding Challenges: Introduce complex algorithms, conditional loops, and debugging tasks in Sphero BOLT, Kubo, and LEGO SPIKE. - Real-World STREAM Projects: Assign independent research projects (e.g., designing eco-friendly prototypes or AI-assisted automation projects). - STREAM Competitions & Leadership: Encourage participation in First Lego League, coding hackathons, and robotics tournaments.

		<p>- Spatial Reasoning > 125: Exceptional at visualizing and manipulating 3D objects, excelling in engineering and robotics tasks (e.g., designing efficient VINCIBOT mazes or optimizing a LEGO SPIKE build).</p>	<p>- Tiered Learning Tasks: Offer extension tasks with increasing difficulty levels, allowing students to work at their own pace.</p> <p>- Mentorship & Industry Links: Connect students with professionals in STEM fields, provide guest lectures, or arrange virtual industry tours.</p> <p>- Inquiry-Based Learning: Allow students to explore real-world problems and develop solutions using STREAM principles (e.g., energy-efficient housing models, robotic automation for accessibility solutions).</p>
Computing	<p>Digital Literacy: Students showing exceptional learning in this area will be extremely creative and be able to use a range of software to create digital projects to a very high standard.</p> <p>Computer Science: Students showing exceptional learning in this area will have an in-depth understanding of coding concepts for their age group. Being able to problem solve and apply this across different settings.</p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> - Data Outcomes: CAT4 Spatial ≥ 125 - Teacher assessment - Use a skills checklist to see if they are performing above their year group. <p>Coding & Programming:</p> <ul style="list-style-type: none"> - Data Outcomes: CAT4 Quantitative ≥ 125 - Teacher assessment - Use a skills checklist to see if they are performing above their year group. <p>Student demonstrates exceptional problem-solving skills and logical thinking in computing tasks, including the ability to break down complex problems into structured solutions.</p> <p>Exhibits a strong ability to learn and apply new computing concepts independently, using resources beyond the standard curriculum.</p> <p>Shows creativity and innovation by developing unique projects, applications, or solutions that go beyond classroom requirements.</p> <p>Actively participates in coding competitions, hackathons, or collaborative computing initiatives, demonstrating their engagement with the subject.</p> <p>Applies ethical considerations in computing practices, demonstrating an understanding of cybersecurity, data privacy, and responsible use of technology.</p> <p>Student effectively communicate technical concepts and collaborate with others, showing the ability to explain computing ideas clearly and work within a team.</p>	<ul style="list-style-type: none"> ● Challenging tasks ● Participation in coding competitions, hackathons, and computing challenges ● Showcasing projects through school and external exhibitions ● Mentorship and peer support through coding clubs ● Industry visits and university computing workshops ● Exploring emerging technologies and real-world applications ● Encouraging self-directed projects and innovation ● Access to specialised hardware, software, and online resources
Islamic	<p>Gifted students in Islamic Studies excel by deeply understanding the Qur'an and Hadith, engaging in theological debates on Islamic Creed, and leading by example in</p>	<p>Gifted and talented students in Islamic Studies excel in the seven core themes:</p> <ol style="list-style-type: none"> 1. Divine Revelation: Deep understanding of the Qur'an and Hadith. 	<p>Qur'an Competitions</p> <ol style="list-style-type: none"> 1. Jumeirah College Qur'an Competition 2. South View School Qur'an Competition

	<p>Values and Manners. They connect Islamic Rulings to modern issues, critically address Contemporary Identity, and draw practical lessons from the Life of the Prophet and Muslim Personalities, demonstrating initiative and benefiting society.</p>	<ol style="list-style-type: none"> 2. Islamic Creed: Engaging in theological debates and addressing misconceptions. 3. Values and Manners: Leading by example and promoting ethics. 4. Islamic Rulings: Connecting jurisprudence to higher purposes and modern issues. 5. Contemporary Issues: Critical analysis of societal challenges. 6. Life of the Prophet: Applying lessons from prophetic and historical figures. <p>Overall, they demonstrate advanced thinking, leadership, and real-world application of Islamic teachings.</p> <p>Qur'an Competitions</p> <ol style="list-style-type: none"> 1. Jumeirah College Qur'an Competition 2. South View School Qur'an Competition 3. AGS Qur'an Competition (Tarteel) 4. ISBT Qur'an Competition (عذب التلاوة) <p>ECA Qur'an and Tajwid Club</p> <p>ECA Qur'an stories Club</p> <p>ECA Islamic Calligraphy Club:</p> <ol style="list-style-type: none"> 1. 99 names of Allah Project 2. Names of Prophets (PBUT) Project <p>Al Isr'a and Al Mi'raj Project</p> <p>Qur'an and Hadith Tracker every Term</p> <p>Assemblies:</p> <ol style="list-style-type: none"> 1. Birth of Prophet Muhammed (PBUH) 2. Ramadan Jannah Project 3. AGS Iftar 4. Eid Al Adha 5. Haq El Laila <p>Islamic Benchmark Test (ISBT)</p> <p>Islamic Certificates For best Qur'an recitation and memorization.</p>	<ol style="list-style-type: none"> 3. AGS Qur'an Competition (Tarteel) 4. ISBT Qur'an Competition (عذب التلاوة) <p>Quran Tracker</p> <p>ECA Qur'an and Tajwid Club</p> <p>ECA Qur'an stories Club</p> <p>ECA Islamic Calligraphy Club:</p> <ol style="list-style-type: none"> 1. 99 names of Allah Project 2. Names of Prophets (PBUT) Project <p>Al Isr'a and Al Mi'raj Project</p> <p>Qur'an and Hadith Tracker every Term</p> <p>Assemblies:</p> <ol style="list-style-type: none"> 1. Birth of Prophet Muhammed (PBUH) 2. Ramadan Jannah Project 3. AGS Iftar 4. Eid Al Adha 5. Haq El Laila <p>Islamic Benchmark Test (ISBT)</p> <p>Islamic Certificates For best Qur'an recitation and memorization.</p>
<p>Arabic</p>	<p>Gifted students in Arabic can demonstrate exceptional ability and advanced skills in using the Arabic language across its various aspects, such as reading, writing, listening, and speaking. These students possess a level of mastery in the Arabic language that surpasses the average expectation for their age or grade level. Giftedness in Arabic can manifest in multiple areas.</p>	<p>Gifted and talented students in Arabic, according to the UAE framework, excel in the following areas:</p> <ol style="list-style-type: none"> 1. Linguistic Skills: They have a strong understanding of Arabic grammar, vocabulary, and sentence structure, and can use the language confidently in speaking, reading, and writing. 2. Arabic Literature: They enjoy exploring Arabic literature, understanding poetry, stories, and 	<ul style="list-style-type: none"> • Arabic Competitions: -Poetry Competition. -I start Arabic writing competition. -IPT (Innovative Project and Talent in speaking and writing) Competition • Extra-Curricular Activities (ECA): Arabic Literature Club. Arabic Language Club.

		<p>historical texts, and can discuss their meanings and themes in depth.</p> <ol style="list-style-type: none"> 3. Cultural Understanding: They connect Arabic language with its rich cultural and historical background and understand how the language shapes the Arab world today. 4. Arabic Identity: They reflect on how the Arabic language shapes personal and cultural identity, and how it plays a role in modern society. 5. Creative Writing and Expression: They use Arabic to express their own ideas and creativity, whether through stories, poems, or speeches. 6. Language for Change: They apply their knowledge of Arabic to discuss important social issues and use the language to influence and inspire others. 7. Leadership in Language: They take on leadership roles by sharing their language skills with others, leading projects, or encouraging others to improve their Arabic. <p>Overall, gifted students in Arabic show strong language skills, critical thinking, creativity, and leadership. They use Arabic to express ideas, reflect on their identity, and make a positive impact on society.</p> <p>Top of Form Get smarter responses, upload files and imagination. Bottom of Form</p> <ul style="list-style-type: none"> • Arabic Competitions: -Poetry Competition. -I start Arabic writing competition. -IPT (Innovative Project and Talent in speaking and writing) Competition • Extra-Curricular Activities (ECA): Arabic Literature Club. Arabic Language Club. • Special Projects: Arabic Calligraphy Project. Creative Writing in Arabic. • Arabic Language Tracker: A tool to track students' progress in speaking, reading, writing, and listening in Arabic every term, helping them identify areas to improve and celebrate their achievements. • Assemblies and Cultural Celebrations: -Arabic Language Day. -National day -Flag day -Arabic week Recognition: 	<ul style="list-style-type: none"> • Special Projects: Arabic Calligraphy Project. Creative Writing in Arabic. • Arabic Language Tracker: A tool to track students' progress in speaking, reading, writing, and listening in Arabic every term, helping them identify areas to improve and celebrate their achievements. • Assemblies and Cultural Celebrations: -Arabic Language Day. -National day -Flag day -Arabic week Recognition: • Arabic Certificates: Awards for students for consistent performance in Arabic language: top writer, top reader, top speaker and top listener.
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<p>French</p>	<p>Students can demonstrate exceptional linguistic ability, quickly grasping and applying complex grammar structures, vocabulary, and pronunciation with accuracy. They show creativity and fluency in spoken and written communication, displaying a deep understanding of cultural contexts. These students can critically analyse and compare language structures, adapt their learning strategies independently, and use their knowledge to engage in meaningful discussions and creative language use</p>	<p>Data Outcomes: - CAT4 Verbal and Spatial SAS: ≥ 125 - Teacher assessment (if CAT4 is below 125)</p> <p><u>Skill set to look for across different areas of learning:</u></p> <ul style="list-style-type: none"> • Able to rapidly grasp and apply new vocabulary and grammar structures. • Able to show natural pronunciation and intonation that closely resembles native speakers. • Able to voluntarily engage in spontaneous conversations with confidence. • Able to read and comprehend challenging texts beyond their expected level. • Able to infer meaning of unfamiliar words from context. • Able to show a deep understanding of Francophone cultures, history and customs. • Able to compare linguistic and cultural elements between French and their native language. • Able to show intrinsic motivation to learn French beyond classroom requirements. • Able to seek out extra resources independently. • Able to apply self-correction strategies, noticing and fixing mistakes naturally. 	<ul style="list-style-type: none"> • Extension tasks (challenges) • Opportunity to engage in real-world scenarios like pen-pal program, immersive programs and assemblies. • Creation of video or podcast – where gifted students gather around recording discussions or presentations in French on a topic of interest. • Opportunity to explore French songs and medias. • Encourage participation in French-speaking competition. • Opportunity to undertake the DELF exam (proficiency test). • Opportunity to be language ambassadors – promoters of French language within the school.

Non-Academic Identification Process for Talented Students - Secondary

Definition	Identification Rubric	Actions																																																																																								
<p>ART: A talented student in Art demonstrates exceptional creativity, technical skill, and a unique artistic vision beyond their peers. They exhibit originality, an advanced understanding of artistic concepts, and a strong ability to experiment with different techniques, mediums, and styles. These students are highly motivated and actively participate in artistic opportunities.</p>	<p>-Students are engaged in regular studio sessions and workshops that focus on developing their artistic skills and exploring various mediums.</p> <p>-Students are encouraged to participate in art competitions and art extracurricular activities.</p> <p>-By the start of the academic year, students should have a curated portfolio showcasing their artistic journey, highlighting their creativity, their unique perspective and their progress.</p>	<ul style="list-style-type: none"> - Access to specialized studio sessions and workshops to refine techniques. - Encouragement to participate in competitions and exhibitions. - Opportunities for mentoring with professional artists. - Development of a curated portfolio to track progress and showcase talent. - Engagement in extracurricular art programs to foster further skill development. - Organize trips to local or national museums and galleries to expose students to a wide range of art styles, historical periods, and contemporary practices. 																																																																																								
<p>MUSIC: A talented student in Music shows an exceptional ability to perform, compose, or analyze music. They exhibit advanced technical proficiency, musical expression, and a strong sense of rhythm, pitch, and timing. These students are self-motivated, eager to refine their skills, and engage in musical performances and learning opportunities beyond the classroom.</p>	<p>-Students to be having regular peripatetic/private instrumental lessons leading towards instrumental graded examinations e.g. Trinity, ABRSM etc.</p> <p>-Students are to have achieved the required instrumental examination grade by the start of the academic year as listed and highlighted in green in the table below.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th colspan="8">Instrumental Grade</th> <th></th> </tr> <tr> <th>Ye</th> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>Dip</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> </tbody> </table>			Instrumental Grade									Ye		1	2	3	4	5	6	7	8	Dip	7											8											9											10											11											12											<ul style="list-style-type: none"> - Access to advanced music workshops and masterclasses. - Encouragement to participate in school concerts, external performances, and competitions. - Mentoring by professional musicians. - Opportunities to explore music technology and composition software. - Tailored support for ABRSM/Trinity exams or other qualifications.
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<p>PHYSICAL EDUCATION (PE): A talented student in PE demonstrates outstanding physical ability, coordination, agility, and tactical awareness in one or more sports. They consistently perform beyond their peers, displaying strong discipline, teamwork, and strategic thinking in various athletic settings.</p>	<p>-Students to be participating outside of school at an external sports club, that is a professional development club which has the ability for them to participate in events that are recognised nationally.</p> <p>-Students are to provide a coaches report on the level that they are at in their select sport based off the club's assessment rubric</p>	<ul style="list-style-type: none"> - Access to specialized coaching and advanced training programs. - Opportunities to compete in elite school and external tournaments. - Encouragement to take on leadership roles in sports teams. - Exposure to sports science, biomechanics, and nutrition education. - Mentoring with professional athletes or coaches to enhance skills. 																																																																																								

Provisions

The support provided to students depends on their assigned level during the identification process. For instance, some students may be excused from regular classes to participate in focused interventions or specialised extension sessions (such as piano lessons), while others might be directed towards extracurricular activities (ECAs) or given challenging extension tasks within the classroom setting.

Classroom teachers and subject teachers/leads will determine suitable in-class arrangements and accommodations to enhance the learning experience for Level 1 students, outlined in the Talent Support Plan (TSP). For Level 2 and Level 3 exceptional learners, a personalised Exceptional Learner Plan (ELP) with individualised targets will be developed by classroom teachers in collaboration with students and parents, overseen by the Gifted Education Lead and the Success and Wellbeing Lead.

Intra-school provisions and accommodations include:

- Utilise a variety of teaching strategies and differentiate both classroom and homework assignments effectively.
- Develop strategies for classroom discussions that ensure exceptional learners contribute actively without dominating.
- Facilitate problem-solving, hypothesis formulation, and critical thinking skills development.
- Encourage students to take intellectual risks, explore ideas creatively, and view all answers as learning opportunities.
- Embed extension and challenging tasks for exceptional learners in curriculum schemes of learning and lesson plans.
- Design learning activities in the classroom that offer additional challenge through acceleration, enrichment, and extension.
- Implement effective assessment practices that consider prior learning and set ambitious curricular targets collaboratively with students.
- Provide targeted support, such as language assistance or mentoring, alongside increased challenge in areas of strength.
- Foster learning experiences beyond the classroom, such as real-world contexts that promote problem-solving and practical application of knowledge.
- Offer independent study and leadership roles throughout Key Stages 2 and 3.
- Foster collaborative opportunities among exceptional learners in small group settings.
- Inform parents of extracurricular activities that may interest and benefit their child.
- Include participation opportunities in events like the World Scholar's Cup for exceptional learners in Key Stage 3.

Socio-emotional support for Level 2 and Level 3 exceptional learners includes:

- Regular forums with other exceptional learners to discuss personal experiences, share ideas and passion projects, and support each other
- Scheduled sessions with school counsellor to express emotional or existential challenges being experienced.