



**ARCADIA GLOBAL
SCHOOL**

مدرسة اركاديا جلوبال

Exceptional and Talented Learners Policy
2025-2027

Approved/reviewed by	Principal
Policy Implemented	August 2025
Date of review	January 2026
Date of next review	August 2027

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Dubai, United Arab Emirates



Policy Statement

Arcadia Global School (“AGS”) is committed to the identification and appropriate challenge of gifted and talented learners through clear, evidence-based processes. Our inclusive curriculum promotes high levels of achievement across academic, creative, physical, and personal development, valuing the unique strengths of each learner and supporting them to develop independence, responsibility, and the skills required for successful adolescence and adulthood.

OUR VISION

We aim to nurture exceptional learners as whole individuals, ensuring they are challenged, supported, and inspired to develop the skills, knowledge, and personal attributes needed to thrive in their future lives.

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
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.

Students are identified using the following protocol:

	Primary	Secondary
Step 1 Initial Screening	Students undertake CAT 4 suitable for their year group. The following students move onto Step 2: <ul style="list-style-type: none"> Students with a mean score of 125+ 	Students undertake CAT 4 suitable for their year group. The following students move onto Step 2: <ul style="list-style-type: none"> Students with a score of 130+ in any of Verbal, Quantitative, Mean
Step 2 Tiered Identification	Identified students are assigned to one of three levels based on their cognitive profile and educational needs: <ul style="list-style-type: none"> Level 1 – ‘Talented’ - Music, PE, Art has its own subject criteria. 	Identified students are assigned to one of three levels based on their cognitive profile and educational needs: <ul style="list-style-type: none"> Level 1 – ‘Talented’ - Music, PE, Art has its own subject criteria.

	<ul style="list-style-type: none"> Level 2 - 'More Able' - CAT4 score of 125+ in 2 or more batteries Level 3 - 'Gifted' - CAT4 mean score of 125+ 	<ul style="list-style-type: none"> Level 2 – 'More Able' – CAT4 125 to 129 in Verbal, Quantitative, or Mean Level 3 – 'Gifted' - CAT4 130+ in Verbal, Quantitative, or Mean
	<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:</p> <p>Level 1 – Identified internally as 'talented'. Strategies and accommodations for extension applied to area of talent.</p> <p>Level 2 – Identified internally as a 'more able learner'. The student has access to specialist intervention and enrichment activities. Stretch and challenge is provided by the class / subject teachers.</p> <p>Level 3 – Identified internally as a 'gifted learner'. Provision of ELP. Candidate for tailored curriculum modifications. Stretch and challenge is provided by the class / subject teachers. Exceptional Learners (EL) will be highlighted on teachers' iSAMS platforms.</p>	
Step 3 Exceptional Learner Designation	<p>Students identified as 'Gifted' receive:</p> <ul style="list-style-type: none"> A personalised 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. 	
Step 4 Ongoing Support & Monitoring	<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 for talented students

	Primary	Secondary
<p>ART Definition: 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>Identification</p> <ul style="list-style-type: none"> -Consistently high-quality artwork demonstrating originality and technical control. -Strong engagement and independence during art lessons. -Evidence of creative thinking and risk-taking. -A developing portfolio showing sustained progress over time. 	<p>Identification</p> <ul style="list-style-type: none"> -Students are engaged in regular studio sessions and workshops that focus on developing their artistic skills and exploring various mediums. -Students are encouraged to participate in art competitions and art extracurricular activities. -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>Actions & Provisions</p> <ul style="list-style-type: none"> -Access to extended studio-based learning opportunities and workshops -Participation in school-based and external art competitions or exhibitions (where appropriate) -Development of a curated portfolio to document progress and creative growth -Opportunities to engage in extracurricular art activities -Educational visits to galleries and museums to broaden artistic exposure 	<p>Actions & Provisions</p> <ul style="list-style-type: none"> -Access to specialised 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 Definition: A talented student in Music demonstrates advanced musical ability through performance, composition, or musical understanding beyond age expectations. They show strong rhythm, pitch, timing, and musical expression, and demonstrate motivation to practise and improve independently.</p>	<p>Identification</p> <ul style="list-style-type: none"> -Advanced performance skills in singing or instrumental music -Strong aural skills and musical understanding -Regular engagement in peripatetic or private instrumental lessons -Evidence of musical progress beyond classroom expectations Formal graded examinations (e.g. ABRSM, Trinity) may support identification but are not a requirement at primary level. <p>Actions & Provisions</p> <ul style="list-style-type: none"> -Access to extension activities, ensembles, and workshops -Opportunities to perform in school concerts and events -Encouragement to engage in external music opportunities where appropriate -Support and guidance for instrumental development -Exposure to composition, improvisation, and music technology 	<p>Identification</p> <ul style="list-style-type: none"> -Students to be having regular peripatetic/private instrumental lessons leading towards instrumental graded examinations e.g. Trinity, ABRSM etc. -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. <table border="1" data-bbox="991 1093 1461 1592"> <thead> <tr> <th rowspan="2">Y</th> <th colspan="9">Instrumental Grade</th> </tr> <tr> <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>d i p</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Actions & Provisions</p> <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. 	Y	Instrumental Grade									1	2	3	4	5	6	7	8	d i p	7										8										9										10										11										12									
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<p>PHYSICAL EDUCATION (PE): A talented student in Physical Education demonstrates advanced physical skills, coordination, agility, and tactical awareness beyond age expectations. They consistently perform at a high level, showing commitment, teamwork, and resilience across physical activities or specific sports.</p>	<p>Identification -High levels of performance and skill development in PE lessons -Strong motor coordination and game understanding -Participation in structured external sports programmes or clubs -Coach or instructor feedback (where available)</p> <p>Actions & Provisions -Access to appropriate extension and challenge within PE lessons -Opportunities to represent the school in fixtures and events (where appropriate) -Encouragement to participate in external clubs and development pathways -Development of leadership skills through team activities -Exposure to age-appropriate concepts such as fitness, health, and fair play</p>	<p>Identification - 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. -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> <p>Actions & Provisions -Access to specialised 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.</p>
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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 and 2 students. For 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 Exceptional Learner Lead.