



## BCD Gifted and Talented, More and Exceptionally Able Policy

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Please see [Brighton College Dubai Policies and Guidelines](#)

### 1. Aims

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At Brighton College Dubai we are committed to ensuring that all pupils are supported to fulfil their potential and develop a love of learning for its own sake. We recognise that pupils of all abilities, including gifted, talented and the more able are entitled to be stretched and challenged.

The College use the language of “Gifted and Talented” “Most Able” “Higher ability” to refer to pupils who have demonstrated through CAT4, GL tests, external examinations or classroom performance uncommonly high ability in either academic or non-academic subject areas.

Through the policy we aim to:

- ensure that we define and identify our gifted, talented and most able pupils
- recognise and support the needs of our gifted, talented and most able pupils
- provide our most able pupils with the chance to develop to their full potential by employing effective whole school and classroom strategies
- ensure that we challenge and extend our most able pupils through both the classroom and cocurricular opportunities
- encourage all our pupils, but especially those considered to be most able, to develop independent thinking and learning skills.

All teaching staff ensure that a variety of teaching approaches and enrichment strategies are used throughout the College in response to the needs of these pupils. The College is committed to achieving measurable improvements in the attainment, progress and aspirations of gifted and talented, more and exceptionally able pupils, by meeting their specific needs through effective differentiation and enrichment.



## 2. Definitions

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At Brighton College Dubai, the following definitions are used:

- **More Able:** pupils who have demonstrated high potential knowledge and or skills (above age-related expectations) in at least two subjects (one of which is a core subject)
- **Gifted/Exceptionally Able:** Pupils who demonstrate exceptional ability and work significantly above age-related expectations in most or many areas
- **Talented:** Pupils who demonstrate exceptional ability in practical skills such as sport, creative and/or performing arts

**More able** pupils will be identified as:

- The potential to function at the upper end of the ability and/or attainment range, or above that normally associated with their year group;
- Easily learning new skills, ideas and concepts and able to quickly apply these to new situations with minimal support;
- Those who typically enjoy learning, regularly answer questions and know answers, and find it easy progress with teacher support;
- Pupils with a verbal, quantitative or non-verbal score of at least 125, although this is by no means the only or the most reliable indicator.

**Gifted and Exceptionally able** pupils will be defined as:

- Functioning at the top end of the ability and/or attainment range, or well above that normally associated with their year group;
- Able to assimilate skills and knowledge to new situations with ease, demonstrating a degree of innate ability and so progressing rapidly in a subject or range of subjects;
- Those who may challenge assumptions, test a teacher's own subject knowledge, be intellectually curious, present unusual ideas and/or thrive on complexity;
- Pupils with a verbal, quantitative or non-verbal CAT4 score of at least 125, although this is by no means the only or the most reliable indicator.
- The needs of gifted pupils may require additional provision, enrichment and/or tailored programmes of work.



**Talented** pupils will be defined as:

- Exhibiting enhanced talents in sport or through musical or artistic activities;
- Demonstrating creativity, mechanical ingenuity, visual and performing abilities and/or physical talent in sport, music or art.
- The needs of talented pupils may also require additional provision, enrichment and/or tailored programmes of work.

Traits of more and exceptionally gifted learners could be summarised with the list below (this is not exhaustive):

- An ability to apply concepts to novel materials and to make connections between ideas
- An independent, curious and questioning approach to learning
- An ability to think abstractly, laterally and analytically
- Strong evaluative skills with high quality reasoning
- A willingness to speculate and make hypotheses to extend understanding
- Originality, imagination and creativity
- Problem solving, persistence, insightfulness and resourcefulness
- An ability to miss out the intermediate stages of a process and still make meaningful and original connections

### 3. Identifying More and Exceptionally Able, Gifted and Talented pupils

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Identification of both more and exceptionally able pupils may be made using a variety of the following information sources:

#### **Attainment**

- CAT4 scores (125+) or CAT mean (125+)
- PTE, PTM, PTS Standard Age Scores of 125+
- NGRT Reading Test scores (120 or above)
- School assessment data (consistently high attainment data, accelerated progress)
- Average point score at GCSE (for Sixth Form)
- Teacher referrals in two or more subjects (including one core subject)
- External assessment data

The more and exceptionally able pupils will be identified via iSAMs and they will be given blue stars on their pupil profiles. A spreadsheet is shared after each data capture to ascertain any changes to the more and exceptionally able, gifted and talented lists.



## 4. Principals of Good Practice

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There are three waves of provision for more and exceptionally able learners:

- Wave 1 – Quality first teaching
- Wave 2 – Additional and different provision
- Wave 3 – Wider, co-curricular opportunities

Effective provision for more and exceptionally able, gifted and talented pupils arises from differentiation in schemes of work and lesson plans. This should be an extension of the general planning process and should not be made at the expense of other pupils. Good provision should combine extension (pursuit of greater depth) and enrichment (to explore more broadly).

CPD sessions will be organised to train staff in provision to account for specific educational needs and focus on a range of approaches and strategies, including higher order questioning and thinking skills. A rolling programme of peer observations will encourage teachers to observe and deliver lessons that embrace the principles of personalised learning.

## 5. Planning

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Differentiation will be a **planned strategy**. Any of the five methods of differentiation are valid and can be added to planning documentation

Differentiation will be enacted by:

- Support
- Resource
- Content
- Task
- Outcome

Extension tasks will provide stretch and challenge for gifted and talented, more and exceptionally able pupils, encouraging:

- Reflection
- Recognition of a range of possibilities or answers
- Formulation of different opinions
- Consideration of difficult or problematic questions
- Recognition of connections between past and present learning



- Real world connections and work experience
- Leadership opportunities

More and exceptionally able, gifted and talented pupils are not necessarily more industrious, so extension will not simply feature additional but similar work. The reward for good work should not simply be more work. Extension will have a clear purpose and be linked to learning objectives.

The following guidance provides further clarity on the differences between impactful extension and that of a lower quality:

<b>Do</b>	<b>Don't</b>
Think carefully about the purpose of the task	Restrict extension to just more practice of the same concepts
Encourage pupils to suggest ways to extend their learning	Make extension simply an 'add on' to learning
Ensure that extension conforms to the principles of good provision	Make extension tasks amount to excessive writing
Try to keep it interesting and manageable	Use extension as a way to occupy those who work quickly
Include extension in planning	View extension work as a 'bonus' that is not a priority for assessment
Ensure that appropriate resources are available	Prioritise the consolidation of learning when opportunities for 'new' learning abound

## 6. Assessment of prior understanding/knowledge

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Wherever possible, short term diagnostic planning will be initiated prior to starting new units of learning, to evaluate a pupil's current level of knowledge, skills and understanding in that particular area. In some subjects this may occur naturally and formally. In others, a range of techniques will enable pupils to display their knowledge, skills and understanding, including:

- Question and answer sessions
- Pre- and post-assessment sheets
- Mind mapping
- Brainstorms
- Demonstrating or showcasing



In this way, effective assessment will allow more and exceptionally able, gifted and talented pupils to start a given unit at a higher level and so encounter more challenging learning.

## 7. Individualised support

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In some cases, more able, gifted and talented pupils may require further individualised support. This may occur when a pupil has:

- outstanding ability in one area and may benefit from learning with older pupils;
- outstanding strengths coupled with severe weaknesses in language or organisation;
- displayed consistently outstanding ability in comparison to others in the class.

Provision for such pupils will be made after consultation between relevant staff and the Head of Inclusion. The pupil should feel comfortable with any resulting provision; it should be sustainable and take account of the pupil's emotional and intellectual development.

Possible individualised support might include mentoring, small group withdrawal and/or partial acceleration, and such pupils may benefit from an IEP.

## 8. Optimum Learning Environment

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All teachers will work tirelessly to ensure that the needs of more and exceptionally able, gifted and talented pupils are met. In the optimum learning environment, such pupils will:

- Be happy to display ability and take risks
- Be taught by those who expect excellence and not just competence
- Experience stretch and challenge, sometimes to the point of finding the learning difficult
- Relax and have fun
- Engage in exciting intellectual discussion
- Have access to learning opportunities that cater for the full range of learning styles and aptitudes
- Be given appropriate praise and set challenging targets
- Know that they can ask searching questions and will be given a considered response
- Know that 'having a go' is more important than 'getting it right'
- Be recognised as an individual with specific strengths and weaknesses.
- Provision for More and Exceptionally Able, Gifted and Talented Learners



Beyond the taught curriculum and early entry for exams, more and exceptionally able, gifted and talented pupils will have a range of challenging activities as part of the extracurricular programme.

Subject specialists run additional sessions for more able, gifted and talented pupils.

Across the College, various strategies are employed to meet the needs of the most able pupils, these include:

- Setting within core subjects: English, maths, science and Arabic
- Target setting within tutor groups
- Pupil-led academic tutorials
- The opportunity to learn a broader range of languages, including provision for native speakers eg. French, Spanish, German, Russian, Polish
- Extension and enrichment activities within lessons
- Links with other schools and agencies
- EPQs
- Early entry for external examinations such as GCSE and A Level
- University preparation sessions
- Participation in international subject-related competitions and programmes such as English, science and maths Olympiads; Model United Nations; BEBRAS; Tournament of the Minds and the Duke of Edinburgh Award
- Additional tutoring for Oxbridge entrance, BMAT, UKCAT, LNAT and STEP will be offered.
- The opportunity to participate in the Speaker's program, Speaker's Corner, Language Leaders will also be directed towards more and exceptionally able pupils.

Subject Area	Co- Curricular Provision
General	Extended Project Qualification Higher Project Qualification Duke of Edinburgh Debate House Competition Library support Sheikh Zayed Group Speakers' Corner Speakers' Programme
English	Reading List BSME Poetry Competition LitFest Activities School Newspaper



	Lamda Qualification
Maths	BSME Maths Competition Education Perfect Competition UKMT
Science	Medical Society CCA Science Club Science academic clinics
Humanities	Academic clinics BSME Humanities champs Humanities foreign trip Education Perfect History Bee and Bowl **no competition in 21-22 due to Covid, awaiting further information regarding if this will go ahead AY 22-23 Humanities award at prize giving CCA offerings: Business (Jan approx), Sign language, Eco Society/Club
Art	Academic Clinics – individualised stretch and challenge sessions Art Competitions – local, national and international Artist Workshops – opportunity to interact with professionals Art Trips – interaction with art in person Art Monitors – opportunity to lead and have responsibility in the studios Artist of the Month – recognition of progress and successes Two Art and Design Exhibitions a year – opportunity to praise and showcase art Art Award at Prize Giving – recognition of skilled and able artists
Music	COBIS Worldwide Young Musician of the Year Young Musicians of the Gulf Opportunities for solo performances in recitals
MFL	Early Entry GCSEs Additional language GCSE entries (Russian / German)
Computer Science	BEBRAS Challenge Digital Leaders – done in prep to be completed in Senior School Programming 101 – Sixth Form new coders The Egg Drop Challenge – whole-school competition for T2 Technocrats – weekly lunchtime club for digital enthusiasts.
PE	Sports Leaders - support with Junior teams on meets with other schools, take charge of warm-up, organisation and running of the team Attend national competitions for elite CCA squads (Dubai 7's) Leadership roles in sports- captaining school teams Selecting elite teams for external opportunities such as Desert Dance





	Compete 'out of age'
Design Technology	Formula Ethara Art & Design exhibitions

## 9. Staff Roles and Responsibilities

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All staff are responsible for:

- Ensuring all pupils are stretched and challenged in all lessons
- Providing extension tasks both in class and for prep work as appropriate for pupils
- Providing appropriate opportunities for all pupils to reach their full potential in lessons
- Providing appropriate opportunities for all pupils to reach their full potential outside of lessons through enrichment and co-curricular activities
- Ensuring equality permeates all aspects of College life

Pupils are responsible for:

- Taking pride in their work and producing work of a high standard
- Understanding and participating in discussions relating to their progress and attainment
- Taking up opportunities to extend and enrich their learning both in and out of lessons
- Asking for further support or challenge where appropriate

Heads of Department/Middle Leaders are responsible for:

- Implementing appropriate teaching and learning programmes in line with this policy
- Regular review and evaluation of the progress made by the more and exceptionally gifted and talented pupils within their specialist areas
- Reviewing assessment data and work samples to nominate additions and removals to and from the list

House Masters/Mistresses are responsible for:

- Monitoring most able pupils in their year groups/Houses and reporting concerns to the Head of Senior school
- Ensure most able pupils receive the right balance of challenge and support



The Data Manager is responsible for:

- Reviewing centralised data to make recommendations to the Head of Senior/Assistant Head following each data drop

The Deputy Head Academic/Assistant Head/Head of Inclusion are responsible for:

- Overseeing the collation of departmentally nominated pupils
- Ensuring the iSAMs register for more and exceptionally able pupils is up to date
- Ensuring the register for more and exceptionally able, gifted and talented pupils is up to date
- Leading the development, implementation, monitoring and evaluation of the school's policy for enhancing the opportunities for all pupils at the College including the most able

## 10. Monitoring and Review

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This policy is to be reviewed and checked annually by the Head Master.

## 11. Approved By

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Head Master on behalf of the College:

Simon Crane, Head Master

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Chair on behalf of the Governors:

Mrs Nilay Ozral, Board Member

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## Change History Record

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Version No.	Description of Change	Owner	Date of Issue
1.0	<b>Review</b>	<b>Louise Lynton</b>	<b>September 2022</b>
2.0			

## Brighton College Dubai Policies and Guidelines

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### Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- SEN Code of Practice (UK 2015)
- The College's Academic Plan
- The Inclusion Development Plan
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable
- Implementing Inclusive Education (2019)
- Directives and Guidelines for Inclusive Education
- United Arab Emirates School Inspection Framework

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Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### **Policy Structure**

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

### **Policy Development**

Policies will continue to be developed as strategic priorities are set.

Please see [Brighton College Dubai Policies and Guidelines](#)

Parents (current and prospective) are encouraged to read the following publications alongside the policy: [Implementing Inclusive Education – A Guide for Schools](#)