



Gifted and Talented Policy

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Date of Last Review: 01.09.2026
Date of Next Review: 01.09.2027

1. Introduction

Reigate Grammar School Riyadh (RGSR) is committed to providing a comprehensive and inclusive education that recognises and supports students with exceptional abilities or potential. We believe that every learner should be able to reach their full potential and thrive academically, socially, and emotionally. This policy outlines the identification, support, and enrichment opportunities for Gifted, Talented, and High Potential Learners (G&T/HPL) within the RGSR community.

2. Principles and Aims

- G&T/HPL students are entitled to an education that is appropriately challenging and enriching.
- Provision is inclusive, recognising diverse forms of ability (academic, artistic, athletic, leadership, creative).
- Identification and support are ongoing, flexible, and reviewed regularly.
- Partnership with parents and students ensures holistic development.

3. Use of Affirming Language

RGSR uses language that affirms the abilities and potential of all students. Terms such as gifted, talented, or high potential learners are used to describe strengths, not to separate or label. We value both achievement and potential, recognising that exceptional ability may coexist with additional learning differences.

4. Identification and Assessment

RGSR employs a multi-criteria, ongoing process for identifying students:

- Standardised test scores (CAT4, GL, IGCSE, A Levels)
- Teacher observation and recommendation
- Portfolios and performance evidence
- Parent and student input
- Enrichment programme performance
- External assessments (e.g., WISC, IQ tests, specialist evaluations)

Identification may occur at any stage of schooling. Progress is reviewed regularly to ensure provision matches current needs.

5. G&T Register

- Maintained by Inclusion Leaders and Middle Leaders.
- Records include name, area(s) of ability, provision, review notes, and historical data.
- Reviewed each semester and at key transition points (Year 6–7, KS3–KS4).
- Access restricted to relevant staff; parents are informed when a student is added or removed.

6. Provision and Support

6.1. Classroom Differentiation:

- Flexible grouping, pace, complexity, and depth of learning.
- Integration of higher-order thinking strategies (e.g., Bloom's, problem-solving).
- Enriched schemes of work to include challenge for the top 10–20% in each subject.

6.2. Enrichment Opportunities:

- Subject-specific competitions and academic challenges
- Student leadership (SRC, peer mediation, Green Team)
- Cultural and creative opportunities (music, MUN, arts, performance)
- Elite sport participation

- Co-curricular clubs and Extra-Curricular Activities (ECAs)
- Duke of Edinburgh Award

6.3. Individualised Learning Plans (ILPs):

- Developed where a student demonstrates asynchronous development or has dual exceptionality (G&T with learning differences such as dyslexia, ADHD, ASD).
- Outline strengths, goals, strategies, and review dates.
- Developed collaboratively by Inclusion Leaders, teachers, parents, and students.

6.4. Social and Emotional Support:

- Counselling, peer groups, and mentorship to address wellbeing needs.
- Recognition that high potential learners may experience pressure, perfectionism, or underachievement.

7. Roles & Responsibilities

7.1. Senior Leadership Team (SLT):

- Provide vision, resources, and staff training.
- Monitor policy implementation and effectiveness.
- Inclusion Leaders / G&T Coordinator:
- Maintain the G&T Register.
- Support staff with strategies and training.
- Liaise with parents and external agencies.

7.2. Middle Leaders:

- Ensure provision and tracking within departments.
- Monitor and discuss progress of G&T students.

7.3. Teachers:

- Identify students through observation and assessment.
- Differentiate instruction and provide enrichment.
- Maintain records of progress and achievements.
- Parents:
- Partner with the school to nurture abilities.
- Support and encourage positive attitudes toward learning.

7.4. Monitoring & Review

- The G&T Register and ILPs are reviewed twice yearly.
- Provision is evaluated through student outcomes, enrichment participation, and feedback from staff, students, and parents.
- The policy is reviewed annually and updated as needed.

Appendices

Roles (detailed responsibilities)

Identification Criteria & Tools

Provision Examples (curriculum differentiation, enrichment, ILP support)

Associated Procedures

Appendix I:

Roles

Role of the Head and Senior Leadership Team

- Provide opportunities for staff to undertake professional learning to enhance G&T education teaching practice.
- Review and monitor the G&T policy.
- Maintain a whole School focus on G&T identification and provision.
- Allocate resources effectively.

Role of the Inclusion leaders

- Establish and maintain a G&T register and update regularly.
- Ensure class/subject teachers are aware of which students are registered as G&T.
- Communicate with parents/guardians of students who are registered as G&T.
- Develop a G&T Handbook to support teachers.
- Be available for consultation with parents/guardians at parent-teacher evenings.
- Develop student IEPs as needed.
- Liaise with relevant associations and external agencies to provide community links.
- Liaise with the RGSR leadership team for students from Year 6 to Year 7 particularly.
- Keep a check on educational literature and research about G&T and bring items of interest to the attention of other staff.

Role of Middle Leaders

Key Stage Coordinators, Heads of Departments, and Heads of Year will:

- Ensure that clear criteria and strategies exist for the identification of and provision for the G&T within their year (prep) and subject level (secondary) and that these are identified in the Year/Departmental Handbook.
- Appropriate discussion takes place during transition with the students' previous teachers.
- Monitor the progress of G&T students.
- Ensure that teachers within their teams/departments track student progress.
- Promote discussion amongst teachers on the progress of the G&T students.
- Comply with all aspects of this policy.
- Undertake appropriate training.

Role of Teachers

Teachers will:

- identify G&T students through:
- On-going observational identification process which identifies the more able students as they develop.
- Using a student's previous class records, or information from a former school.
- Discussion with parents/guardians and carers.
- The use of standardised and progress assessments.
- Using criteria identification sheets.
- Achievement in internal and external assessment.
- Identification of excellence in a particular subject or area.
- Work collaboratively with other agencies particularly in relation to talented students e.g. external sports coaches.
- Develop strategies within their classes to ensure that the most able, gifted, and talented are challenged.
- Maintain clear evidence of progression of G&T students.
- Ensure that the learning environment encourages, recognises, and rewards ambition and achievement.

Role of Parents

Parents/guardians will:

- Support their son/daughter through positive communication with the school.
- Promote a positive attitude towards school and learning in general.
- Support, encourage, and appreciate their child's efforts and talents in school.

Appendix 2:

Identification and Recording

Identification of more able learners should occur as early as possible. Records, data, and student information should be maintained as for some students' giftedness may emerge later in their school life. The identification process should be reliable and inclusive of diverse groups. The use of comprehensive, multiple criteria assessment tools along with understanding the developmental and multifaceted nature of giftedness will enable inclusive screening and identification.

The profile of every G&T learner is unique. They may demonstrate high ability in one area or be an all-rounder in several areas. They might display unusual abilities or could be very able yet disaffected and therefore underachieving.

Identification of gifted and talented learners is an ongoing process that can happen through a variety of ways:

- Observation of student's behaviour, play and a history of their early development.
- Parent, teacher, peer, or self-nomination.
- By providing a curriculum of opportunity that will enable a student to demonstrate their gift or talent.
- Parent interviews: This will provide a whole picture of the gifted learner. Advanced development and significant traits can be observed in young children e.g. early development of speech, reading and movement are strong predictors.
- Gifted and Talented checklists provide cognitive and social-emotional traits as well as examples of how they may be displayed.
- Generic and subject-specific criteria-based checklists.
- Student interest surveys, self-report, and student interview.
- Formal data-gathering can be obtained by:
 - Standardized attainment tests, which can be used regularly by prep class teachers, specialist teachers and secondary curriculum teachers.
 - Standardized tests e.g. Cognitive Ability Tests (CAT4 on admissions to years 6 and upward)
 - Cognitive development and ability tests (Wechsler Intelligence Scale for Children: WISC) used by educational psychologists.
 - Intelligence Quotient (IQ) tests - verbal and non-verbal used by educational psychologists.
 - IGCSEs, AS and A-levels results.

Gathering information regarding Gifted and Talented

At the start of each academic year

- Using the G&T register each secondary curriculum area would already have identified their top 5%-20% percent of students in years 8-11 based on attainment, assessment data, target grades, and the subject-specific criteria detailed in the departmental handbooks. Most of these students will fit into the "Able" definition as mentioned earlier with a smaller proportion fitting the "Talented" or "Gifted" definitions.

- Year 7 staff will have transition documents for students moving from Year 6 who have been on the G&T register will be identified via their profiles on iSAMS. For students new to the school there may be a lack of qualitative and quantitative data available for identification purposes. Therefore, identification may involve a combination of data collected from the following methods:
 - previous school referrals
 - parental nomination
 - CAT4 test completed during the admissions process.
- Prep class teachers will review the transition documents from the previous teacher as well as the G&T register.

This process will raise awareness of who the Gifted students are within each department/class and facilitate planning to meet the needs of these students.

At the end of the Semester 1 and Semester 2

Secondary Curriculum areas and Prep Year groups will review the G&T register. At this point the following are possible:

- Students currently on the register remain on the register.
- Students who have consistently met the departmental criteria could be added to the G&T register.

Ongoing throughout the school year

- During the admissions process details regarding a student being G&T will be forwarded to the appropriate staff member via the Head of Secondary, Head of Prep or CSS coordinator. This information will be sourced from the application form, the interview, or the admissions assessment.
- Analysis of GL data will be passed onto teachers which will be particularly relevant for students who may be G&T and underachieving, new to the School or who have demonstrated skills in a specific curriculum area.

Recording Gifted and Talented student information

RGSR will use iSAMS Student Registers to record data about Gifted and Talented students. Once a student has been identified the information will be recorded on the student's profile page in iSAMS.

Data stored on iSAMS is historical and therefore the school will have records/data to use if needed at a later date or if the student leaves RGSR and returns at a future date.

To enable staff to review specific details about a student on the RGSR G&T Register they will need to click on the individual student's name. This will open to a page that will provide details relating to specific subject information, current provision and historical details.

It is the responsibility of the Prep School Key Stage Coordinators and the specific Secondary School Senior Curriculum Leaders to maintain the iSAMS information for G&T students on the Student Registers Module of iSams. It will be necessary for training via the iSAMS manager to be available to the relevant staff.

Appendix 3:

Support Provisions at RGSR

Most Gifted & Talented students will be taught in mainstream classes as part of a differentiated curriculum. A variety of provision types can be implemented to support the More Able students at RGSR.

Curriculum differentiation caters for a wide range of learning styles, and ability levels within a mainstream classroom. A differentiated curriculum is essential for gifted and talented students whose potential is unlikely to develop without special educational provisions. The key areas to consider are: pace and level of complexity and abstraction, flexible grouping, assessment, and enrichment.

It is the responsibility of departments and classroom teachers to ensure via curriculum that all students are challenged, enabling each one to achieve his or her potential. Subject leaders should ensure that each scheme of work should outline provision for the most able students. There is an aspiration to A/A* grades for “able” students, i.e. the 10th-30th percentile. This will be embedded in schemes of work, teaching strategies, and departmental assessment.

Opportunities for enrichment will be provided both within and outside the classroom environment. Examples of enrichment can include personalised learning portfolios, cluster groupings of like-minded peers, community programs, and co-curricular programs. In addition, the use of teaching tools to encourage the development of higher-order thinking skills such as Bloom’s Taxonomy, Creative Problem Solving, and Brain Games.

RGSR has a dedicated programme of Extra Curricula Activities (ECAs). There is a wide variety of activities and clubs that provide additional enrichment opportunities. Other enrichment opportunities could be provided through:

- Model United Nations (MUN).
- Music lessons and performance opportunities.
- Student Representatives Council (SRC), Peer Mediation, Green Team Representatives.
- Duke of Edinburgh Award (DoE).
- Representation of School at elite levels in sport.
- Competitions that are subject specific.

Individual Education Plans (IEPs)

IEPs will be utilized for More Able students who demonstrate Neurodivergent traits therefore require Learning Support staff provision. Strategies to support these students are usually provided by an educational psychologist’s report. They may require emotional /social support or support for a curriculum area that is significantly weaker than their area of giftedness.

Gifted and Talented students with SEN considerations

G&T students with SEN considerations such as dyslexia, ADD/ADHD, ASD or physical, emotional or behavioural difficulties may display strong abilities in some areas and strong weaknesses in others. A differentiated curriculum is essential for the wellbeing of these students.