

مدرسة اوريكس العالمية



Oryx International School

GIFTED AND TALENTED (G&T) POLICY

Policy Name	GIFTED AND TALENTED (G&T) POLICY
Version No.	1
Last Update	26.05.2025
Next Update	26.05.2026
Policy Owner	Head of Inclusion



Tel. (+974) 403 600 63
reception@oryxschool.qa
www.oryxschool.qa

PO Box 22550, Building 11, Street 1185, Zone 56, Barwa City Street, Doha, Qatar

Contents

1. Aims and Objectives	2
2. Vision and Values	2
3. DEFINITION.....	2
4. ROLES & RESPONSIBILITIES.....	3
Senior Leadership Team (SLT):	3
Head of Inclusion:	3
HoD/HoY/LP/Subject coordinators and Year Leads:	3
All Teachers:	4
5. IDENTIFICATION.....	4
6. G&T REGISTER.....	5
7. MONITORING STUDENTS.....	5
8. G&T checklist for planning and evaluating effective provision & learning opportunities.....	5
9. EFFECTIVENESS OF THE LEARNING ENVIRONMENT	6
10. LEARNING OPPORTUNITIES BEYOND THE CLASSROOM	7
11. MONITORING & REVIEW OF G&T PROVISION	8
12. POLICY REVIEW	8
Gifted and Talented Referral Process	10

1. Aims and Objectives

- Our Gifted and Talented (G&T) Policy aims to:
 - Create a school atmosphere where learning takes place for all
 - Celebrate success in all areas of learning
 - Ensure that we recognise and support the needs of our students
 - Enable students to develop to their full potential
 - Ensure that we challenge and extend the students through the work that we set and opportunities provided
 - Encourage students to think and work independently
 - Communicate with G&T students and their parents or carers and involve them in discussions and decisions about support and provision for the student
 - Make sure the G&T policy is understood and implemented consistently by all staff
 - This policy helps to ensure that we recognise and support the needs of those students in our school who have been identified as 'gifted' and 'talented' (G&T).

2. Vision and Values

At Oryx International School, we aim to provide a curriculum that is stimulating and challenging.

Success is achieved in close partnership with students, teachers, parents, carers and other members of the community. All students in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background and disability.

In our school, we provide a curriculum that is appropriate to the needs and abilities of all our students. We plan our teaching and learning in such a way that we enable each student to reach the highest level of personal achievement.

3. DEFINITION

At Oryx International School we identify G&T learners as 'students with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted Definition

This refers to a student who is in possession of exceptional natural ability in one or more core subject areas. Students may be as considered gifted if they display specific characteristics, including:

- Consistently working least 2 years above their age-related expectation
- Achieved a CAT4 score of 127 or above
- Consistently reaching the maximum grade in a particular area or subject, as per the table below.

Year	Grade
Primary	Exceeding
Y7	4
Y8	5
Y9	6
Y10	7
Y11	9
Y12	A*
Y13	A*

Talented definition

Talented students possess a natural flair in a creative area and may have been highlighted by a teacher or parent.

- This also refers to students who consistently perform at an exceptionally high level in an area of sports. This may comprise students who are extraordinary gymnasts or exceptional swimmers, achieving medals or trophies from competitions.
- In Music, a talented student could have a natural ability to compose and write music or have an outstanding singing voice.
- In MFL, a talented student would have a natural ability to understand and demonstrate linguistics of a foreign language to an outstanding level.

4. ROLES & RESPONSIBILITIES

Senior Leadership Team (SLT):

- To lead the school in the role of celebrating the achievement of all students, as well as those who are G&T
- To liaise with the Head of Inclusion

Head of Inclusion:

- To attend local meetings and conferences where possible
- To maintain the G&T register and make this available to all staff
- To manage referrals for G&T students
- To signpost opportunities beyond the school to develop G&T learners
- To monitor and evaluate all aspects of the Gifted and Talented provision within the school
- To liaise with parents when adding or removing a student on the G&T register

HoD/HoY/LP/Subject coordinators and Year Leads:

- To support the Head of Inclusion in maintaining the G&T register through regular feedback.
- To lead and support their teams in identifying, stretching and challenging G&T students, within the curriculum and beyond.
- To track the achievements of the G&T students
- To publicly celebrate achievements in assemblies, newsletter and on social media (via the marketing team)
- To audit, research and purchase suitable G&T resources where required
- To create enrichment opportunities within the school to develop G&T learners
- To seek opportunities beyond the school to develop G&T learners

- To support in the referral process

All Teachers:

- To access the G&T register and to know which students in each class fall into this group
- To understand the process of making a G&T student referral and contribute to these nominations
- To offer teaching and learning strategies which challenge the G&T students and are in-line with the National Curriculum and the school's long-term plans.
- To ensure the needs of Gifted and Talented students are consistently catered for, through challenge and stretch within the curriculum and beyond.

5. IDENTIFICATION

Identification of Gifted and Talented students forms an essential part in ensuring that the curriculum meets the needs of all students. Students are identified through a combination of:

- Teacher referrals
- Test results
- Teacher assessments
- Reference to a checklist/profile of more able students
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

For further information please see:

Gifted and Talented Referral Form (Appendix A)

Gifted and Talented Referral Process (Appendix B)

6. G&T REGISTER

Following an accepted referral application, identified students are placed on the G&T register.

A plan will be created for the student, enrichment opportunities will be provided and their progress against individual targets will be monitored regularly and these will be reviewed in-line with the existing reporting system.

The parents of the student placed on the G&T register will be invited to attend review meetings to discuss and share information about G&T provision for their child, in line with current parent meetings.

7. MONITORING STUDENTS

Rigorous tracking processes are in place to ensure all students' progress is closely monitored to ensure that they all at least meet or exceed their age related expectation. Tracking student progress enables teachers and departments to monitor the progress individuals make, identify any required interventions needed, whether it be for a student who requires greater challenge or a student who requires additional support. To remain on the G&T register, students should be working approximately 2 years above their peers.

8. G&T checklist for planning and evaluating effective provision & learning opportunities

The most important provision, in any organisational context, is effective classroom teaching and learning. Good teaching and learning for gifted and talented students has the essential characteristics of good teaching for any student, but is characterised by planning more creatively, using more demanding resources, teaching students deliberately how to engage fully with the subject and creating a classroom climate in which students are motivated to learn.

Planning for provision

The majority of provisions for G&T students will be organised and provided by the class teacher as part of their normal differentiation of work to respond to their students' diverse needs.

Extension activities, within lessons, will enable students to:

- Focus on higher order skills
- Access resources from later key stages or higher levels of study
- Extend the breadth of study within the subject
- Utilise the full range of available technologies

Effective provision should ensure that students develop:

- The skills to become independent learners through building their learning power so that they are reflective, reciprocal, resilient and resourceful learners
- Creative thinking
- Problem solving techniques and higher order thinking skills
- Effective practices, such as learning how to collaborate with others

- An enjoyment of learning
- Their personal learning and thinking skills

Enrichment activities will be provided to offer broader learning opportunities beyond the normal curriculum and to utilise the skills and expertise of others both within and outside the school community. Access to extra-curricular activities will enable students to:

- Engage in work which draws on the content of different subjects
- Gain opportunities to work with similarly Gifted and Talented students

9. EFFECTIVENESS OF THE LEARNING ENVIRONMENT

The following checklists should be used to help teachers and others consider the effectiveness of the learning environment for G&T students:

Talking about Learning

- How have you established a culture in which wrong answers are productive opportunities for learning and in which creative thinking is actively encouraged?
- How are you modelling the process of talking about how learning takes place, rather than just what is learned?
- How have you helped learners with the language needed to discuss the process of their learning?
- Have you asked gifted and talented learners what helps them to learn effectively? What have you done to ensure you respond to what you have learnt from them?
- How have you helped learners become more aware of their preferred learning styles?

Questions and Challenge

- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How often are learners encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute whilst learning to appreciate the provisional nature of much knowledge?
- How often do you encourage learners to ask questions of themselves, each other and other adults in the classroom?
- How are learners involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed?
- How do you ensure that examples of gifted and talented work are on display or readily available, to raise the expectations of both learners and teachers?
- How effectively are you engaging learners in recognising and responding to challenges, and taking initiative in their learning?

Planning and Resources

- How thoroughly have you checked learning activities to make sure that they offer challenges that match higher level descriptions?
- How can you facilitate the work of Gifted and Talented students?
- What do you want Gifted and Talented students to learn?
- How successful is the learning of Gifted and Talented students and how do you know this?
- Do you have high enough expectations of your Gifted and Talented students?
- Do you encourage independent learning?
- Do you vary the pace and organisation of lessons?
- How are you developing a resource collection, including lists of web resources for students (and staff) in classrooms, staff room or library?
- How are you making sure that resources are being used?

10. LEARNING OPPORTUNITIES BEYOND THE CLASSROOM

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities

The school signposts to support the enrichment of the students or extension of activities to promote their skills and talents further. This can range from:

- Sports coaching
- World Scholars Cup
- Kumon Maths
- Coding,
- Fast track Mathematic etc.
- Home language provision for IGCSE in Urdu, Italian, Portuguese
- Fast track (IGCSE and A Level as appropriate) in French or Spanish
- International Competition participation (e.g. COBIS Art Competition)
- Sporting activities (sports clubs, sports competitions, Sports Days, swimming galas etc).
- Musical activities (music club, instrument lessons and Young Musicians of the Gulf)
- Literacy competitions (E.g. Cobis Young Writers Competition)
- Maths competitions (e.g. TTRS across Doha)
- Education Perfect (Mathematics)
- Music lessons


11. MONITORING & REVIEW OF G&T PROVISION

The provision for G&T students will be reviewed on a termly basis by teachers at data entry points as well as being discussed regularly in department meetings. The Head of Inclusion will review and update the register termly.

12. POLICY REVIEW

This policy will be reviewed every year by the Head of Inclusion.

Appendix A

Oryx International School Gifted and Talented Referral		
NAME OF STUDENT:		TEACHER REFERRING:
DATE OF REFERRAL:		YEAR GROUP/CLASS/FORM:
GIFTED	TALENTED	
<p>This refers to a student who is in possession of exceptional natural ability in one or more core subject areas. Students may be considered gifted if they display specific characteristics, including:</p> <ul style="list-style-type: none"> Consistently working least 2 years above their age-related expectation Achieved a CAT4 score of 127 or above Consistently reaching the maximum grade in a particular area or subject, as per the table below. 	<p>Talented students possess a natural flair in a creative area and may have been highlighted by a teacher or parent.</p> <ul style="list-style-type: none"> This also refers to students who consistently perform at an exceptionally high level in an area of sports. This may comprise students who are extraordinary gymnasts or exceptional swimmers, achieving medals or trophies from competitions. In Music, a talented student could have a natural ability to compose and write music or have an outstanding singing voice. In MFL, a talented student would have a natural ability to understand and demonstrate linguistics of a foreign language to an outstanding level. 	
REASONS FOR THE REFERRAL		
<p>Please highlight: GIFTED/TALENTED</p> <p>Subject:</p> <p>Please provide further context:</p>		
EVIDENCE INCLUDED: (Current grades, Observation records, CAT4 results, departmental test results, examples of work etc.)		

EVIDENCE SEEN & CHECKED BY: (Head of Inclusion/HoD, LP, Subject Lead)				
REFERRAL ACCEPTED:	Yes/No	DATE:	AGREED BY:	
Feedback from Head of Inclusion/Head of Department/Subject Lead, including strategies:				

Gifted and Talented Referral Process

