



مدرسة جيمس متروبول  
**GEMS Metropole School**  
MOTOR CITY

# MAGT



Reviewed by  
Next Review

Mr. Naveed Iqbal  
October 2026

Reviewed Date

October 2025

## Contents

<b>Rationale .....</b>	<b>2</b>
<b>Definition.....</b>	<b>2</b>
<b><i>Common distinctions between the able and gifted child include:.....</i></b>	<b>3</b>
<b>Identification .....</b>	<b>3</b>
<b>Provision.....</b>	<b>6</b>
Planning for ‘more able, ‘gifted’ & ‘talented’ students:.....	6
Challenging ‘more able, ‘gifted’ & ‘talented’ students: .....	6
<b>Whole School Approach .....</b>	<b>6</b>
<b>Role of MAGT Lead.....</b>	<b>6</b>
<b>Role of The Director of Inclusion .....</b>	<b>7</b>
<b>Parent/Carers Partnership.....</b>	<b>7</b>

## Rationale

At GEMS we believe in providing the best possible provision for students of all abilities. True inclusion simply means meeting the needs of all individuals, including those identified as Gifted and Talented. As such, our Gifted and Talented provision is coordinated centrally through the Children’s Services team and has clear links with all areas of inclusion and wellbeing.

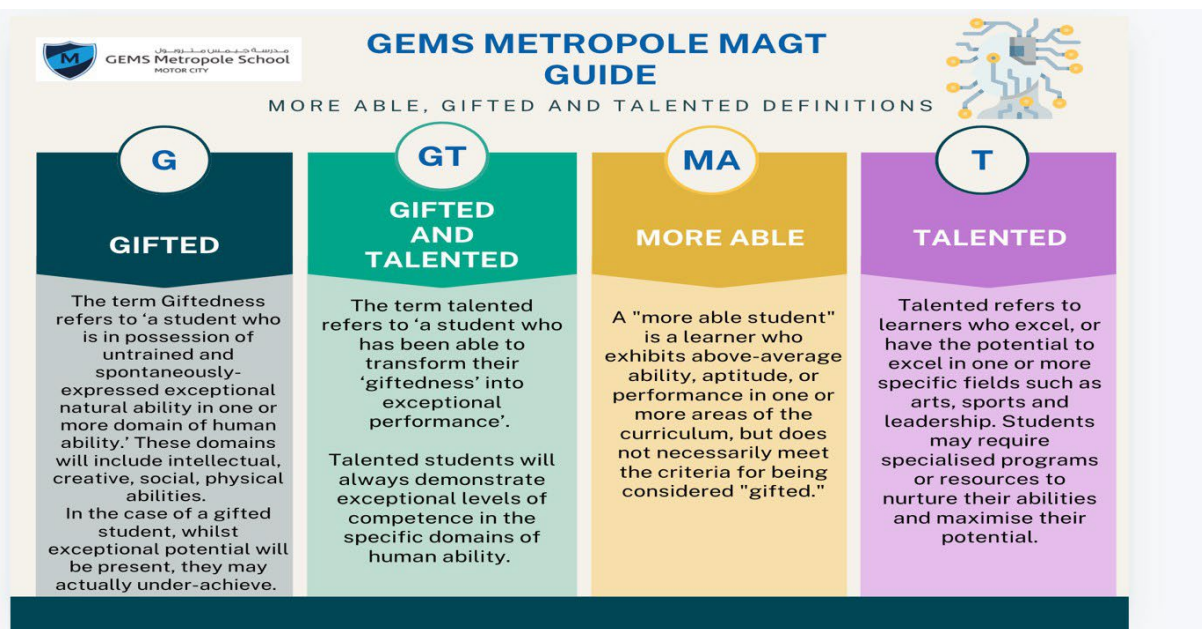
Gifted and Talented provision can be broadly be described under three headings:

- Assessment and Identification
- Provision
- Outcomes

For each of these areas, it’s important that our approach is tied firmly to fundamental principles of Gifted and Talented educational research, which is described later in this document. Only through a shared understanding of these fundamentals can we ensure consistent and coherent Gifted and Talented provision.

At GEMS we value individuality and diversity, and this extends to our view of gifts and talents. Traditional academic abilities are obviously crucial for us to foster, but we also seek to identify gifts across a broad spectrum of endeavours including (but not limited to) sport, visual arts, performing arts and coding/programming.

## Definition



While the term ‘Gifted and Talented’ is used by the Ministry of Education across the UAE, we recognise that our schools use a variety of terms to describe children and young people who demonstrate above average ability and performance across the spectrum of human endeavours. The following definitions for gifted and talented students are taken directly from the KHDA Inspection Framework and thus align with the UAE vision for education. They are based on the ‘Differentiation Model of Giftedness and Talent’ (Francoys Gagne) and align with international best practice.

'Differentiation Model of Giftedness and Talent' (Francoys Gagne) and align with international best practice.

- The term Giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under-achieve.
- The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.
- All gifted students have the potential to be highly able but not all highly-able students are truly gifted.

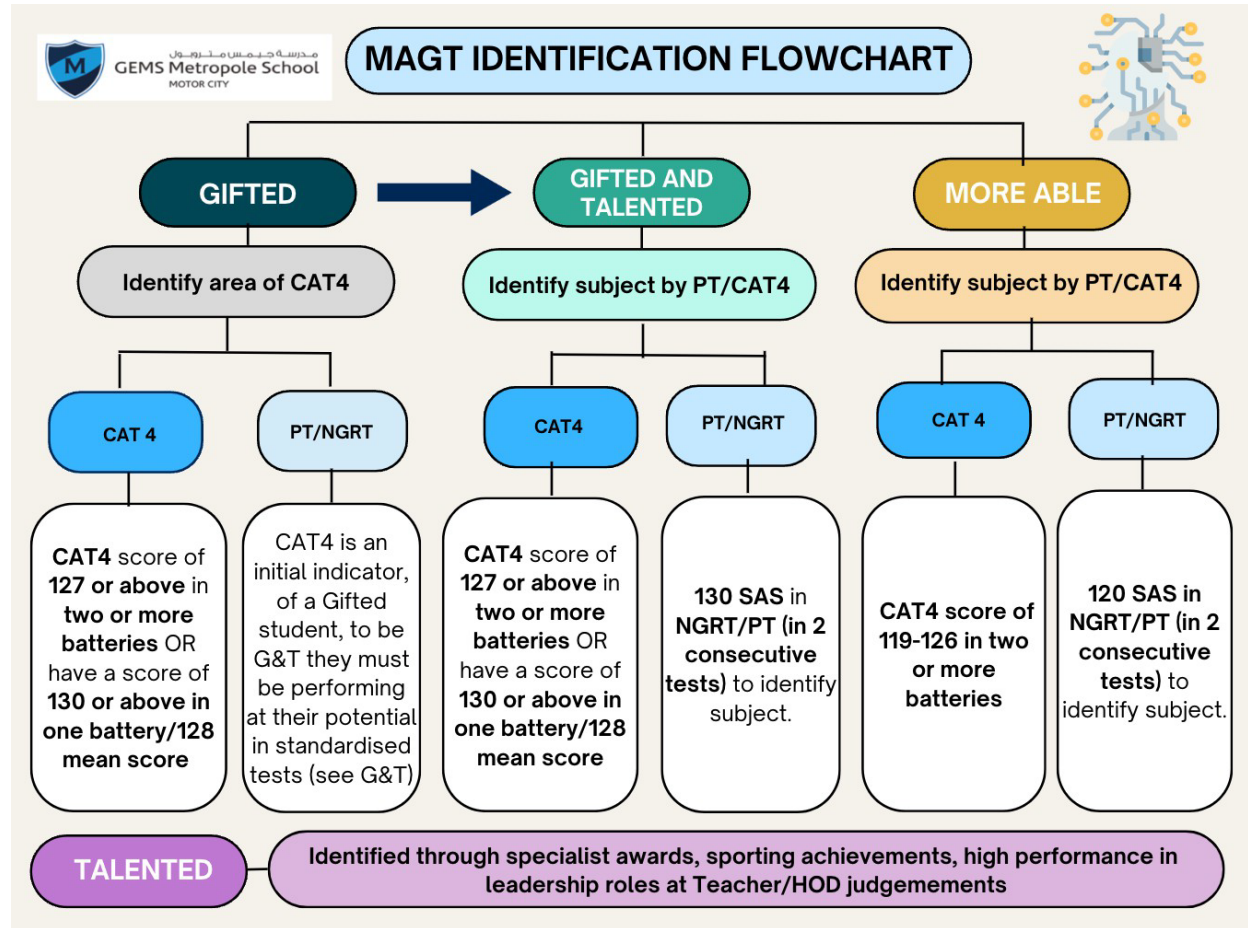
***Common distinctions between the able and gifted child include:***

- An able student knows the answer; the gifted learner asks the questions.
- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well-focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world.
- An able student works hard to achieve; the gifted learner knows without working hard.
- An able student enjoys school; the gifted learner enjoys self-directed learning.
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

***Identification***

Gifted and Talented students at GEMS are considered to be students of exceptional ability who are judged as showing outstanding skill in one or more of the following areas:

- General intellectual ability
- Specific aptitude in one or more academic subjects
- Leadership and interpersonal skills
- Visual arts
- Performing arts
- Sports and athletics
- Technical ability including coding and programming.



**Academic Gifted and Talented – CAT4:**

Cognitive Abilities Test 4 (CAT4) is used as the foundation for identifying intellectual ability in children aged 6 and above. This is a measure of ability in various elements of reasoning and can therefore be an indicator of innate potential in various academic pursuits.

Following research based in the UK and data analysis completed by the Department for Education, GEMS Metropole acknowledges that children are often affected by their month of birth which can mask talents in younger pupil within the cohort or when children are very young can over emphasis talents in older pupils.

*“Crawford, Dearden & Meghir (2007)<sup>65</sup> investigated the question of which factors drive the observed attainment disadvantage for summer-born children” finding that “simply that they are almost a year younger when they sit them”. There were additional small effects lasting as far as Key Stage 2 which could be attributed to age of starting school or length of schooling. The gap between the oldest (September-born) and the youngest (August-born) children narrows from an odds ratio of 3.8 at age five to 1.9 at age eleven, and 1.4 at age sixteen.”*

To ensure the group provides a fair assessment system for all pupils, standardised testing is used as part of the identification procedures which standardises scores based on a child's birth age. Alongside this, MAGT children will not be officially identified until they reach Key Stage two. Prior to Year 3 children who staff feel may be showing strength in particular areas should be placed on a monitoring list and stretched within the class provision.

### ***Academic Gifted and Talented – Curriculum-based Assessment:***

Curriculum-based assessments used to measure progress and attainment such as: NGRT, Progress tests.

When analysing the data from curriculum assessments, you might identify pupils who are achieving exceptional results without having reached the scores identified above in CAT4 assessments. Schools may choose to identify these pupils as 'Group 2 Gifted and Talented' if their results are consistently exceptional.

### ***Academic Gifted and Talented – Professional Judgements:***

All assessment-based identification is moderated using the professional judgement of the teaching staff who work with the pupil and know them well. This moderation includes the consideration of barriers and exceptional circumstances and to identify those who may be on the cusp of being considered 'Gifted and Talented' which is our Group 2 More Able students.

Especially in the early years of education (when standardised assessments may not be suitable) professional judgement should be used to identify potential gifts and talents at an early stage. Spontaneous and innate gifts and talents often display themselves during play and first exposure to opportunities, and these should be recognised and monitored by schools.

Moderation should also be an opportunity to consider why some children identified as being academically gifted and talented are not achieving expected levels against the curriculum. In this case, planning should be adjusted to ensure the needs of the pupil are being met (see provision).

### ***Non-Academic Gifted and Talented:***

Pupils may express gifts and talents in areas outside traditional academic and intellectual pursuits. These broader gifts and talents can be more challenging to accurately identify as individual schools can lack the context or experience to make accurate judgements in a given area.

Communication and input from the pupils themselves and their families is a vital element of establishing wider gifts and talents and schools should routinely collect information about performance and representation outside the school context.

Once identified, schools should actively seek opportunities to foster and celebrate these gifts and talents.

### ***Provision***

Where a student is gifted or talented in one or more areas, they will be supported with explicit extensions planned within the classroom setting to ensure a high level of expectation is prevalent. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

#### ***Planning for 'more able, 'gifted' & 'talented' students:***

- Identifying provision for 'gifted' and 'talented' students in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or student grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities
- Project based activities.


#### ***Challenging 'more able, 'gifted' & 'talented' students:***

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative, productive and critical thinking

### ***Whole School Approach***

Acceleration is not usually recommended, as social difficulties through differences in levels of maturity may exist. Most often possible to address the needs of More Able Gifted and Talented children within the appropriate cohort, whether in the classroom or in tailored activities. On occasions, it may be appropriate for children to work alongside older children, through extra-curricular activities, cooperating with older year groups, including from the Junior School to Senior School. For example, A-level / IB Students and teachers (Y12 and Y13) will support through mentoring programme to transfer skills, share knowledge and inspire Junior School children who have been identified as More Able, Gifted, and Talented.

#### ***Role of MAGT Lead***

- Lead and support staff in the identification of and provision for children who are More Able, Gifted and Talented
- Update, develop and modify the More Able Gifted and Talented provision each year
- Lead and coordinate More Able, Gifted and Talented Extra Curricular Activities. 

- Maintain a More Able, Gifted and Talented register
- To track and monitor data of children on the More Able, Gifted and Talented register
- To produce and maintain More Able Gifted and Talented Policy and Action Plan
- To organise participation in city, national and international competitions and events for children identified as More Able, Gifted and Talented.
- To develop and enhance 'teaching to the top' in classroom teachers and specialist teachers.
- Ensure parents and carers of children identified as More Able Gifted and Talented are fully informed of the provision their children are receiving and further to encourage their active involvement in their child's learning.

### ***Role of The Director of Inclusion***

To liaise and support the Heads of Department, Heads of Year and MAGT lead as they coordinate identification of and provision for children identified as More Able, Gifted and Talented.

### ***Parent/Carers Partnership***

- GEMS Metropole School recognises the importance of forming a partnership with the parents/carers of children identified as More Able, Gifted and Talented.
- The school will foster open communication regarding methods of identification, our provision, and strategies that will enhance the progress of their child.
- Parents will be encouraged to enhance the learning experience by transitioning strategies to their children's lives beyond the classroom.