



## BCD Gifted and Talented 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 and talented, are entitled to be stretched and challenged.

The College uses the language of Gifted and Talented to refer to pupils who have demonstrated through CAT4, GL tests, external examinations or classroom performance, exceptionally high ability in either academic or non-academic subject areas.

To ensure these pupils receive the appropriate support and opportunities, we have a dedicated Gifted and Talented Coordinator. This role is responsible for overseeing and implementing strategies to challenge and extend our most able learners, ensuring they thrive during their time at Brighton College Dubai and beyond.

Through the policy we aim to:

- Ensure that we define and identify our gifted and talented pupils
- Recognise and support the needs of our gifted and talented pupils
- Ensure that pupils are encouraged to develop their talents responsibly and ethically
- 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, including those who are 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 pupils



The College is committed to achieving measurable improvements in the attainment, progress and aspirations of gifted and talented pupils, by meeting their specific needs through adaptive teaching, personalised learning and enrichment.

## 2. Definitions

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The following definitions will be considered when identifying **talented** pupils:

- Pupils who demonstrate enhanced talents in sport, performing arts, musical or artistic activities
- Pupils who demonstrate creativity, innovation and high-performing abilities in their area of talent
- Pupils who demonstrate an exceptional ability in one subject area

The following definitions will be considered when identifying **gifted** pupils:

- Pupils who demonstrate exceptional ability and consistently work well above age-related expectations, performing at the top end of the ability or attainment range for their year group across multiple subjects
- Pupils who exhibit a high level of aptitude and potential across multiple areas of learning, necessitating a tailored and advanced curriculum, specialised enrichment opportunities and support to further develop their talents and capabilities

## 3. Identifying Gifted and Talented Pupils

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Identification of pupils may be made using a variety of the following information sources.

### **Talented:**

- Teacher referral based on exceptional performance in sports, music, the arts, or a specific subject area
- The referral must include a clear justification explaining why the pupil is considered talented in their respective area, supported by subject-specific data and evidence
- External profession assessment highlighting a specific talent or cognitive ability



### Gifted:

- Most Standard Age Scores (SAS) are 127 or higher in CAT4 and/or Progress Tests
- Qualitative data and observations from teachers will be incorporated to ensure a holistic approach when identifying these pupils
- External professional assessment highlighting giftedness across multiple areas

The register is reviewed after each data capture and on new admissions to ascertain any changes to the Gifted and Talented Register.

## 4. Provision

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### 1. Talented

- Pupils will be provided with enrichment opportunities to further develop their talent through wider, co-curricular activities, school competitions and opportunities to showcase their talents
- Quality-first teaching provided by the subject specialist teacher and/or class teacher
- Personalised learning within the subject specific area

### 2. Gifted

- **Adaptive Teaching:** Adaptive teaching will respond to the strengths of pupils, setting high expectations and adapting lessons to ensure pupils experience success.
- **Enrichment Opportunities:** Pupils will be supported to develop their expertise through opportunities to lead learning, develop their innovation and entrepreneurial skills, and take on leadership roles. Pupils will be encouraged to take part in deeper exploration of topics through project-based learning, research opportunities, and cocurricular activities. Pupils will have opportunities to showcase their abilities through internal and external competitions.
- **Acceleration:** Pupils may also be given the opportunity for early examination entry in some subjects.
- **Interventions:** Pupil interventions may include mentoring, small group intervention and/or partial acceleration, adding breadth (for example, enrichment through broader range of tasks and resources), or increasing depth (for example, extension through complexity).
- **Personalised Learning Plans:** Identified pupils will have personalised learning plans that address academic challenge, enrichment and wellbeing. Personalised plans will be implement as detailed below:
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- **Prep-Prep and Prep School:** A pupil passport will be implemented for pupils requiring personalised strategies to support their learning.
- **Lower Seniors:** In subjects where a pupil's attainment is **two or more grades below their target grade in English, Maths and/or Science**, a short-term Gifted and Talented Individual Education Plan (IEP) will be implemented. This plan outlines specific targets and goals to ensure the pupil's continued academic growth.
- **Upper Seniors:** In subjects where a pupil's attainment is **two or more grades below their target grade, in one or more subject** a short-term Gifted and Talented Individual Education Plan (IEP) will be implemented. This plan outlines specific targets and goals to ensure the pupil's continued academic growth.

Progress of all identified pupils will be regularly reviewed, and adjustments to their provision will be made where necessary.

## 5. Assessment of prior understanding/knowledge

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Wherever possible, assessment 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
- Low stakes tests
- Pre- and post-assessments
- Mind mapping
- Demonstrating or showcasing

This prior assessment will enable curriculum compacting, reducing the amount of time spent on content that pupils have already mastered, allowing them to focus on new and challenging material.

## 6. Holistic Assessment of Abilities

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We recognise that gifted and talented pupils may have a diverse range of abilities. This policy acknowledges that their exceptional strengths can be accompanied by significant challenges in other areas. Support for these pupils will be determined through consultation with relevant



staff and the Head of Inclusion/Gifted and Talented Co-ordinator. The resulting provision should ensure the pupil's comfort, be sustainable and consider both their emotional and intellectual development.

**1. English Language Learners**

It is important to be aware of ELL pupils (English Language Learners), who may not yet have a sufficient command of the English language, are not easily identifiable as a gifted and talented pupil.

**2. Dual and Multiple Exceptionality (DME)**

This term is used to describe those pupils who have one or more special educational needs and disabilities and are also gifted and talented pupils.

**3. Wellbeing and Pastoral Care**

Support and provision will consider the mental well-being of gifted and talented pupils, ensuring that:

- Their talents are developed responsibly and ethically
- Those who may experience stress or social challenges due to their abilities will be supported and equipped with strategies to manage their challenges while thriving academically and socially
- Safeguarding issues specific to highly able pupil, such as their emotional and social development, are considered

## **7. Optimum Learning Environment**

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All teachers will ensure that the needs of gifted and talented pupils are met. In the optimum learning environment, such pupils will:

- Be happy to display their ability and take risks
- Experience stretch and challenge, sometimes to the point of finding the learning challenging
- 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 areas for development



## 8. Comprehensive Enrichment and Co-Curricular Provision for Gifted and Talented Pupils

Beyond the taught curriculum and early entry for exams, gifted and talented pupils will have a range of challenging activities as part of the co-curricular programme.

Across the College, various strategies are employed, these include:

- Setting within core subjects in the Senior School
- Setting within Arabic lessons across the College
- Targets shared with pupils on Go 4 Schools
- Interventions
- Subject specific academic clinics
- Extension groups
- The opportunity to learn a broader range of languages, including provision for native speakers e.g. French, Spanish, German, Russian, Polish
- Links with other schools and agencies
- EPQs and HPQ
- 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; BSME debating; the Duke of Edinburgh Award
- Personalised guidance from the University and Careers Counsellor

Subject Area	Co- Curricular Provision
General	Extended Project Qualification Higher Project Qualification Duke of Edinburgh Debate House Competition Library support Sheikh Zayed Group Tournament of Minds Leonardo Competition – Brighton College International
English	BSME Poetry Competition LitFest Activities Lamda Qualification Sixth Form Essay Competition



	House Debating Competition Youth TEDx Talks
Maths	BSME Maths Competition UKMT Germain Maths Competition – Brighton College International Dubai Math Super League
Science	Medical Society CCA Science Club Science academic clinics Elements Science Competition – Brighton College International
Humanities	Academic clinics BSME Humanities champs Humanities foreign trip Education Perfect Humanities award at prize giving CCA offerings
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 COBIS Art Competition
Music	COBIS Worldwide Young Musician of the Year Young Musicians of the Gulf Opportunities for solo performances in recitals Young Musician of the Year – Brighton College International
Languages	Early Entry GCSEs Additional language GCSE entries Chevron Readers' Cup – Arabic The Arab Reading Challenge
Computer Science	BEBRAS Challenge Digital Leaders – done in prep to be completed in Senior School Programming 101 – Sixth Form new coders Pandora AI Coding Competition VEX Robotic Competition



PE	<p>Sports Leaders - support with Junior teams on meets with other schools, take charge of warm-up, organisation and running of the team</p> <p>Attend national competitions for elite CCA squads (Dubai 7's)</p> <p>Leadership roles in sports- captaining school teams</p> <p>Selecting elite teams for external opportunities such as Desert Dance</p> <p>Compete 'out of age'</p>
Design Technology	<p>Formula Ethara</p> <p>Art &amp; Design exhibitions</p>

## 9. Staff Roles and Responsibilities

All staff are responsible for:

- Ensuring all pupils are stretched and challenged in all lessons and for prep work
- 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 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 Phase
- Ensuring most able pupils receive the right balance of challenge and support

The Assistant Head of Assessment and Quality Assurance is responsible for:

- Reviewing centralised data to make recommendations to Senior Leadership Team following each data drop

The Gifted and Talented Co-Ordinator/Head of Inclusion are responsible for:

- Overseeing the collation of departmentally nominated pupils
- Ensuring iSAMs and the Gifted and Talented Register 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
- Ensuring that staff receive training and professional development to identify and support gifted and talented pupils

## 10. Consulting and Involving Pupils and Parents

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We value the contributions of pupils and parents in developing the support and provision for gifted and talented pupils. For pupils who have been identified as requiring additional provision through a Pupil Profile or IEP, plans will be made in collaboration with teachers, form tutors, parents, and the pupil to ensure a tailored approach that supports their progress.

Should parents wish to raise a concern, make a complaint, or provide feedback on the support, we encourage them to refer to the Parental Complaints and Feedback Policy.

## 11. Monitoring and Review

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



## 12. Approved By

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Craig Lamshed, Board Member

## Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Review	Louise Lynton	September 2022
2.0	Review	Holly Nash	January 2023
3.0	Review	Holly Nash	January 2024
4.0	Updated: - Identification Criteria - Holistic Assessment of Abilities - Provision	Rebecca Cart	September 2024
5.0	Updated: - Personalised Learning Plan Criteria - Wellbeing and Pastoral Care - Consulting and Involving Pupils and Parents	Rebecca Cart	March 2025

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Verify that this is the correct version before use



## 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 Development Plan
- The Inclusion Policy
- The Parental Complaints and Feedback Policy
- 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

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](#)