



RAFFLES
INTERNATIONAL
SCHOOL

Gifted and Talented Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world




Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Adopted: April 2015

Last Revised/Amended: August 2021, January 2023

Next review: September 2024

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Other relevant staff

Gifted and Talented Policy

Content	Page
Policy Statement	3
Aims	3
Definitions	3
KHDA Model for G&T	4
Identification	4
General Checklist for Identifying Gifted and Talented Students	4
Management strategies and support for G&T students	5
Procedure for Gifted and Talented provision	6
English Language Learners (EAL) provision	6

At Raffles International School, we aim to provide a curriculum that meets the needs, aspirations, and abilities of all our students. We strive to deliver teaching and learning in a way that challenges each child to reach their full potential.

As a school, we recognise the importance of identification and suitable curriculum adjustment for gifted and talented students. We also aspire to create students who are gifted and talented through our high aspirations and inspirational teaching. It is important to identify gifted and talented students so that we can stretch and challenge them intellectually, helping them grow and develop to their full potential.

Aims

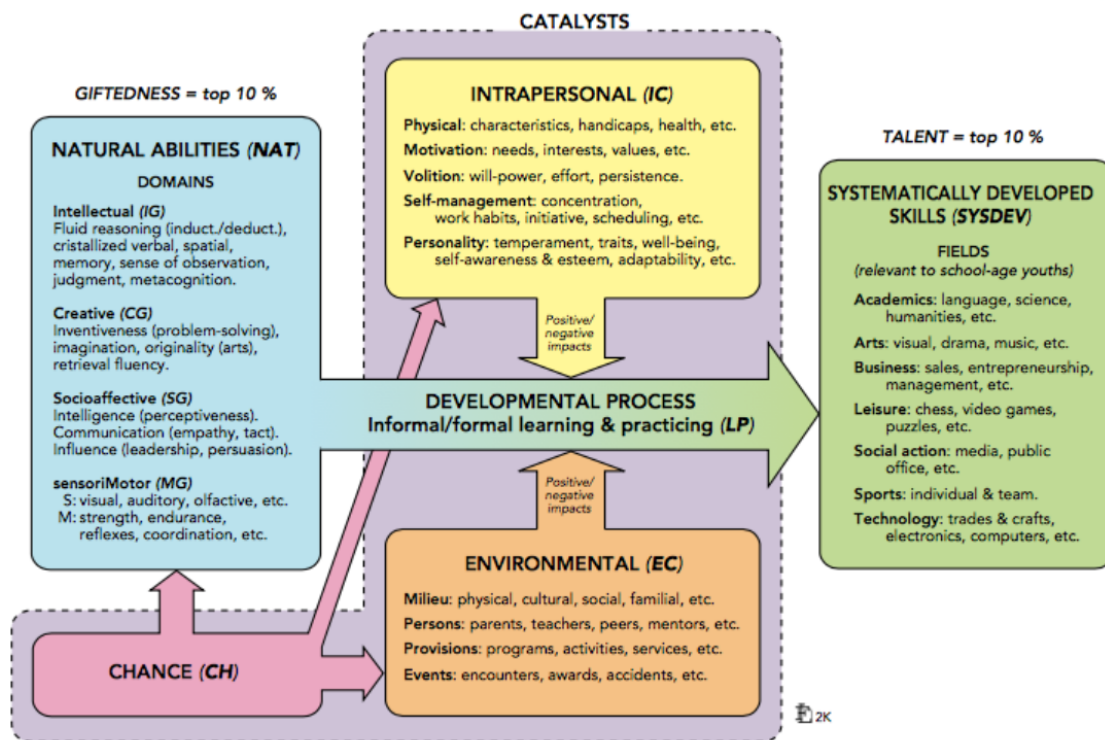
- To provide a rigorous, whole-school approach to the identification and provision for Gifted and Talented (G&T) students.
- To ensure that Talented and/or Gifted students are clearly identified and known to staff as early as possible.
- To meet students' needs with a range of strategies to stretch and challenge them.
- To raise staff awareness of strategies to support, stretch, and challenge students.
- To provide access to a suitably differentiated and challenging curriculum.
- To create opportunities for students to identify their gifts and talents and achieve their full potential.
- To raise the aspirations of all students through a school ethos of high achievement and challenging learning opportunities.
- To work in partnership with parents/carers to help them maximise their children's learning and development.
- To make links with the wider community to enhance and enrich students' learning opportunities.

Definitions

KHDA Definitions of Gifted and Talented:

- Giftedness refers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability. These domains include intellectual, creative, social, and physical abilities.
- Talented refers to a student who has been able to transform their giftedness into exceptional performance. Talented students will consistently demonstrate exceptional levels of competence in a particular domain of human ability, such as sports, leadership, or the arts.

The KHDA framework for identifying and supporting gifted and talented students is informed by François Gagné's (2000) Differentiated Model of Giftedness and Talent (DMGT). This model emphasises the distinction between giftedness, defined as exceptional natural abilities, and talent, which develops through structured learning and practice. Following KHDA guidance, Raffles International School (RIS) adopts this model to ensure that students' innate gifts are nurtured and developed into specific talents. The image below illustrates Gagné's DMGT framework, which underpins both the KHDA's and RIS's approach to G&T education.



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Identification

At Raffles International School, CAT4 (Cognitive Abilities Test) results are used as a baseline to identify students for the Gifted and Talented (G&T) list. Students who achieve a high score in one or more of the four CAT4 batteries are placed on the G&T list. The four batteries of CAT4 are:

1. **Verbal Reasoning**: Measures reasoning with words and language, assessing how well a student can understand and use language.
2. **Quantitative Reasoning**: Assesses the ability to reason with numbers and understand mathematical concepts.
3. **Non-Verbal Reasoning**: Focuses on reasoning with shapes and patterns, which measures the student's ability to analyze and solve problems without relying on language.
4. **Spatial Ability**: Measures the capacity to visualize and manipulate shapes and spaces, which is particularly important in fields such as engineering, design, and technology.

Students are also considered for the G&T list based on consistently above-target academic results, progress checks, and teacher discussions.

In line with the **Provide, Identify, Provide (PIP)** model, we aim to:

- **Provide** the conditions and opportunities for all students to demonstrate high ability.
- **Identify** learners working or with the potential to work beyond their year group.
- **Provide** challenging learning opportunities that extend their abilities.

General Checklist for Identifying Gifted and Talented Students: Gifted and Talented students may display characteristics such as:

- Extensive general knowledge
- Insight into cause-effect relationships
- High curiosity and questioning skills
- Intellectual playfulness and creativity
- High personal standards and perseverance

Management strategies and support for G&T students

There are two nominated staff, currently Mr Tiernan Kilcoyne (Coordinator) and Mrs Alberta Pace (Head of Inclusion), who coordinate the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- Creating and updating the register of gifted and talented students
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- Regularly reviewing the teaching arrangements for G&T students; by monitoring their progress through termly discussions with teachers and data analysis
- Supporting staff in the identification of G&T students and on teaching and learning strategies;
- Coordinating support for G&T students outside of lessons – monitoring CCA activities, external school competitions and student peer support groups.

Procedure for Gifted and Talented provision

1. Provision

Gifted and Talented students will be stretched and challenged to achieve their potential through but not limited to:

- Differentiated planning: stimuli, resources, learning challenges, outcome, and response.
- Challenging classroom activities to enrich and extend learning.
- Ability groupings for English and Maths where appropriate.
- Flexible grouping strategies (ability-based, mixed ability, individual acceleration).
- Higher-level questioning promotes higher-order thinking (e.g., critical thinking).
- In-school enrichment opportunities (e.g., Pi Day, Sustainability initiatives, sporting competitions).
- Extracurricular activities (e.g., CCA Clubs).
- Outside school enrichment opportunities (e.g., inter-school competitions)

- The G&T register is updated termly to ensure appropriate provision for G&T students.

2. English Language Learners (EAL) identification

Non-verbal assessments such as CAT4, performance observations in sport and arts, parent information, and transition information from previous schools are all considered and allow fair identification of gifted and talented learners who also have English as an Additional Language.

This policy should be read in conjunction with:

- Teaching and learning policy
- Assessment policy

Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in the Gifted and Talented Policy arrangements will be remedied without delay.