



ST. MARY'S *Catholic High School, Dubai*

GIFTED & TALENTED POLICY

2026-2027



ST. MARY'S *Catholic High School, Dubai*

Gifted & Talented policy

Vision

At St. Mary's Catholic High School we are committed to identifying, supporting, and challenging Gifted and Talented (G&T) students to ensure they reach their full academic, creative, and personal potential. We recognize that giftedness and talent exist across a wide range of abilities and may emerge at different stages of a student's development.

Aims

The aims of this policy are to:

- Identify Gifted and Talented students accurately and fairly
- Provide appropriate challenge and enrichment within the classroom
- Support students' academic, creative, social, and emotional needs
- Promote equality of opportunity and inclusion
- Ensure high expectations and progress for all G&T learners

Definition of Gifted and Talented

- **Gifted students** are those who demonstrate high ability or potential in one or more academic subjects (e.g. English, Mathematics, Science).
- **Talented students** are those who show exceptional skills or potential in practical, creative, or performance areas (e.g. Art, Music, Drama, Sport, Leadership).

A student may be gifted or talented in **one or multiple areas**.



Identification

1. GL CAT 4 is used to objectively identify gifted students. A SAS SCORE OF 130 and above in any one of the four test batteries that is Verbal reasoning, Non-verbal reasoning, quantitative reasoning and spatial reasoning; is used to identify these gifted students.

Verbal Reasoning

Gifted and Talented students show **exceptionally strong verbal reasoning skills**, enabling them to analyze complex texts, articulate sophisticated arguments, and access advanced curriculum content. These strengths support high achievement in language-rich subjects and extended writing tasks.

Quantitative Reasoning

CAT4 data highlights **advanced quantitative reasoning**, with students demonstrating strong numerical fluency, logical thinking, and problem-solving capabilities. These students are well-placed to succeed in higher-order mathematical tasks and benefit from increased challenge and enrichment opportunities.

Non-Verbal Reasoning

Students perform strongly in non-verbal reasoning, indicating high levels of **pattern recognition and abstract thinking**. This suggests strong aptitude in science, design, computing, and problem-based learning contexts.

Spatial Ability

High spatial reasoning scores reflect students' ability to visualise, manipulate, and interpret complex information. This supports strong performance in STEM subjects and creative disciplines requiring conceptual and visual thinking.

2. These students are then further refined to fall in the category of gifted in English, Science or Mathematics as per the score in a given test battery. For example a score of 130 and above in numerical reasoning will qualify a student to be gifted in Mathematics with a supporting battery of spatial reasoning also providing insights.

3. Classroom observations from the respective teachers will also be taken into account to identify exceptional gifted and talented students.

Provision and Support

Gifted and Talented students will be supported through:

In-Class Provision

- Differentiated tasks with increased depth and complexity
- Higher-order questioning and problem-solving opportunities
- Open-ended investigations and independent learning tasks
- Opportunities for leadership, discussion, and peer support
- Talented students will be provided with opportunity to showcase their talents in school events or interschool events.



Teaching and Learning Approaches

Teachers will:

- Maintain high expectations for G&T students
- Use a range of teaching strategies to promote challenge
- Encourage creativity, critical thinking, and independent learning
- Provide constructive feedback to support deeper learning
- For talented students in sports and Music advanced skills will be taught and nurtured.
- Teaching strategies should prioritize **depth over pace**, encouraging metacognition, critical thinking, and application of learning across contexts. Teachers should be supported to adapt pedagogy to meet the advanced cognitive profiles identified in CAT4.



Monitoring and Assessment

- Progress of G&T students will be monitored regularly through assessment data and teacher observations.
- Assessment data will be used to check whether the attainment of G&T students is in line with their potential identified in GL CAT 4.
- Individual progress will be reviewed to ensure appropriate challenge and support.
- Where necessary appropriate interventions will be taken in case their progress is not on track.

EXAMPLES OF ENRICHMENT ACTIVITIES FOR G&T

- University of Wollongong in Dubai Mathalon Competition.
- Model United nations club
- YLP-Youth leadership Program
- Gavel club
- MASE competition (STEM)
- Emirates Literature festival
- Chevron Readers cup- English & Arabic
- ADPIQ Quiz Competition
- Inter school model united Nations competition
- Building our future stars- after school sports Programme
- Fringe performance (Music and instruments)
- Inter school sporting competitions in basketball, football, and volleyball.



Review Date :	September 2026
Next Review Date:	August 2027