

OAKTREE PRIMARY SCHOOL

An Athena Education School

ABLE, GIFTED AND TALENTED POLICY

Policy Title	Able, Gifted and Talented Policy
Institution	Oaktree Primary School
Operator	Athena Education
Applies To	All staff, pupils, governors and contributors to teaching, learning and operations
Version	1.0
Academic Year	2026/27
Status	Approved
Approved By	Director of Schools / Principal / SGAB
Date of Approval	25 June 2026
Last Reviewed	20 August 2026
Next Review Date	20 August 2027
Policy Owner	Principal / Head of Inclusion
School Leader Signature	

Contents

1. Policy Statement	3
2. Purpose and Aims	3
3. Scope	3
4. Definition.....	4
5. Provisions	4
6. Roles and Responsibilities	5
7. Monitoring and Evaluation	5
8. Inclusion and Equity	5
9. Monitoring and Review	5

1. Policy Statement

Oaktree Primary School, as part of Athena Education, is committed to providing an inclusive, challenging and enriching learning environment in which every pupil is encouraged to achieve their full potential. We recognise that pupils identified as Able, Gifted and Talented (AGT) have distinct educational needs and require appropriate opportunities, support and challenge to develop their abilities and talents across academic, creative, artistic, sporting and leadership domains.

Our commitment is to identify Able, Gifted and Talented pupils through fair, inclusive and evidence-based processes, ensuring that potential is recognised regardless of background, language, culture or individual circumstances. We believe that high ability and exceptional talent can be demonstrated in a variety of ways and may emerge over time when pupils are provided with appropriate learning experiences.

This policy sets out the School's commitment to identifying, nurturing and extending the abilities of Able, Gifted and Talented pupils through high-quality teaching, differentiated learning, enrichment opportunities and personalised support. It applies to all pupils across the School and reflects the requirements of the UAE Ministry of Education, the Knowledge and Human Development Authority (KHDA), and the standards and expectations of Athena Education.

2. Purpose and Aims

The purpose of this policy is to ensure that Oaktree Primary School identifies, supports, and challenges Able, Gifted and Talented (AGT) learners to reach their full potential. It reflects our commitment to inclusion, personalized learning, and academic excellence in a British international context.

Through this policy, the school aims to:

- To identify AGT students using a fair, consistent, and inclusive process.
- To provide appropriate challenge, enrichment, and support both in and beyond the classroom.
- To ensure staff are trained to meet the needs of AGT learners.
- To work in partnership with parents and carers.
- To celebrate and track the progress of AGT students.

3. Scope

This policy applies to all pupils enrolled at Oaktree Primary School, from the Early Years Foundation Stage (EYFS) through to Key Stage 2. It provides guidance for the identification, provision, monitoring and support of pupils who demonstrate high ability or exceptional potential in one or more areas, including academic achievement, creativity, the arts, leadership, sport and other recognised talents.

This policy reflects the School's commitment to ensuring that Able, Gifted and Talented provision is inclusive, equitable and embedded within high-quality teaching and learning across all areas of the curriculum, in accordance with the requirements of the UAE Ministry of Education, the Knowledge and Human Development Authority (KHDA), and the standards and expectations of Athena Education.

4. Definition

Able, Talented and Gifted learners are defined as:

- **Able** – Students who demonstrate higher-than-average ability across the curriculum.
- **Talented** – Students with exceptional ability or potential in one or more academic subjects.
- **Gifted** – Students with exceptional skill in creative, sporting, or leadership areas (e.g., art, music, drama, sport).

5. Provisions

5.1 In-Class Strategies

- Differentiated learning tasks and Success Criteria (Extension).
- Higher-order questioning and problem-solving.
- Independent learning and research opportunities.
- Targeted extension works and open-ended tasks.

5.2 Enrichment and Extra-Curricular

- Subject-specific clubs (e.g., STREAM, debating, art)
- Competitions (e.g., Maths Olympiad, writing contests, Islamic school competitions)
- Leadership opportunities (e.g., student council, peer mentors, prefects)
- Public performance opportunities (e.g., Music Saturday, Sports events) • School Media (e.g., Newsletter)

5.3 Mentoring and Support

- Access to academic mentoring through AGT coordinator – Head of Inclusion.
- Goal setting and tracking through pastoral systems.
- Social-emotional support where underachievement is linked to confidence or anxiety – School Counsellor.

6. Roles and Responsibilities

- AGT Coordinator: Maintains the AGT register, leads identification and strategy, supports staff CPD – Head of Inclusion.
- Class Teachers: Differentiate appropriately, contribute to identification, monitor progress.
- SLT: Monitor impact of AGT provision through data, line manage AGT provision – Principal.
- Parents/Carers: Collaborate with staff and encourage students at home.
- Students: Engage with opportunities, set high aspirations, and give feedback on their experiences.

7. Monitoring and Evaluation

- Regular review of the AGT register (termly)
- Analysis of attainment and progress data.
- Learning walks and lesson observations.
- Pupil and parent voice surveys.
- Review of club attendance and competition involvement.
- Impact is reported to SLT and AAB board through Monthly SR.

8. Inclusion and Equity

The school is committed to equity in AGT identification and support. Efforts will be made to identify potential in underrepresented groups, including:

- EAL learners
- Students with SEND
- Students from different cultural and socio-economic backgrounds

9. Monitoring and Review

The implementation and effectiveness of this policy will be monitored throughout the academic year by the Principal, Senior Leadership Team and the Head of Inclusion, in collaboration with curriculum leaders and class teachers. Monitoring will include the identification of Able, Gifted and Talented pupils, the quality of classroom provision, participation in enrichment opportunities, pupil progress and attainment, and the impact of interventions and extension programmes.

The School will maintain an up-to-date register of Able, Gifted and Talented pupils, which will be reviewed regularly to ensure that identification remains accurate, inclusive and evidence-based. Pupil progress will be monitored through ongoing formative assessment, summative assessment, teacher observations, work scrutiny and discussions with pupils and parents, where appropriate.

The effectiveness of the School's Able, Gifted and Talented provision will be evaluated through lesson observations, learning walks, assessment data analysis, pupil voice, parental feedback and curriculum reviews. Findings from monitoring activities will be used to inform staff professional development, curriculum planning and continuous improvement.

This policy will be reviewed annually, or sooner if required, to reflect changes in the requirements of the UAE Ministry of Education, the Knowledge and Human Development Authority (KHDA), Athena Education, or recognised best practice. Any amendments will be approved by the Principal before implementation.