

**METROPOLITAN INTERNATIONAL
INDIAN PRIVATE SCHOOL (MIIPS)**



GIFTED AND TALENTED POLICY



Revision	Date	Prepared by	Reviewed by	Approved by
1	17 May 2026	Asna.KV	Governing Body	Dr.Saifudeen P Hamsa (Principal)

INTRODUCTION

The MIIPS is committed to the facilitation of achievement of students of all ethnic groups. The School is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes, and well-being of all the pupils who gain admission – including those identified as being able, gifted, or talented and those with special educational needs. This policy explains the approach to able, gifted, and talented students within the school and is in keeping with the school’s aims, its teaching and learning policies, and its policy on equality of opportunity. We aim to know individuals well to help them reach their full potential. We do this through the careful personalization of the curriculum opportunities offered and enrichment programs that may be required. We want to develop each student as a whole person with the skills and competencies necessary for his or her future life roles.

This policy is formulated to

- Promote and encourage students who possess or demonstrate potential abilities in intellectual creative, specific academic, or leadership ability or the visual and performing arts and sports.
- Encourage and enhance multiple gifts or talents in students.
- Encourage and develop talents in emotional intelligence.
- Provide educational provision for gifted and talented students.
- Match staff roles and responsibilities with gifted and talented students support program.
- Enhance higher-order cognitive and intellectual skills.
- Match learning skills with opportunities.

AIMS AND OBJECTIVES

Through this policy, MIIPS aim to:

- Ensure that we recognize and support the needs of our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their learning,
- Ensure that we challenge and extend the children through the work that we set the
- Encourage children to think and work independently.

DEFINITION OF GIFTEDNESS AND TALENTED

According to MoE , “ Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity.”

More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.

IDENTIFICATION

Gifted and talented children are identified with the help of class screens and assessments.

- Recommendations from Teachers (based on their assessments and observations.
- Results of standardized tests (e.g. CAT4, Formative & Summative Assessments, public examinations)
- Achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity

Procedure

1) Recommendations from class teachers/subject teachers:
(Recommendation forms are available)

Or

2) ASSET/Cat-4 and summative results

SENCo collects the evidences and reviews the information

Student is identified as Gift or Talented/ both

Recorded in a register, Information passed parent and on to the
teaching staff

Internal support

Advanced learning plan

External support

Tracking the progress

Review yearly

All inclusion department procedures are approved by the head of institution.

INTERVENTION

- GT children are elected for leadership roles (school parliament) to demonstrate their skills and abilities.
- In the classroom, GT children assist the Teacher by mentoring students.
- To challenge their "Higher-Order" thinking skills, HOT questions are incorporated into their School Assessments and opportunities are provided for participation in External Assessments.
- Differentiated worksheets are given in the classroom to provide higher levels of learning opportunities
- Opportunities are provided to these children for Co-Scholastic Inter and intra-school activities such as Drama/Music/Dance/Sports.
- Advanced learning plans are prepared by SENCo according to their strengths.
- Opportunities for resource based and research-based learning is encouraged.

CONCLUSION

Each teacher regularly reviews the children's progress and records this in the School Progress Profile. Teachers discuss the children's progress with parents at the termly consultation and report annually on each child's progress.

The policy of gifted and talented will review annually.