CAPITAL SCHOOL BAHRAIN

Able, Gifted & Talented Policy

DOCUMENT CONTROL	
Policy Reference	CSB - Able, Gifted & Talented
Date Adopted	July 2025
Last Review Date	June 2025
Next Scheduled Revision (yearly)	June 2026

Table of Contents

1. Preface 3
2. Definitions & Examples 3
3. Aims 3
4. Identification of AGT Pupils 3
4.1 Note on Assessment Tools: 4
4.1.1 Primary Assessment Strategies 4
5. In-Class Provision and Challenge 4
6. Enrichment and Extra-Curricular Opportunities 4
7. Monitoring, Tracking and Review 5
8. Roles and Responsibilities 5

1. Preface

Capital School Bahrain is committed to providing a rich and inclusive educational experience that enables all pupils to thrive. Our Able, Gifted and Talented (AGT) Policy ensures that pupils who show exceptional ability or talent are identified early, supported effectively, and provided with opportunities to flourish. This policy aligns with our mission to celebrate diversity, support equity, and foster high aspiration across all phases of learning. We recognise that ability is dynamic, not fixed, and adopt a growth mindset approach to identifying and nurturing potential.

2. Definitions & Examples

At Capital School, we define the following categories of high potential learners:

• Gifted: Pupils who perform significantly above age-related expectations in academic subjects.

• Able: Pupils who demonstrate high aptitude or attainment across a broad range of subjects compared to peers.

• Talented: Pupils who excel in one or more specific domains, such as sport, music, drama, visual arts, or technology.

3. Aims

This policy aims to:

• Raise the aspirations and academic outcomes of AGT pupils.

• Ensure early and accurate identification of AGT learners.

• Provide differentiated, enriched, and challenging learning experiences within the classroom.

• Promote a school culture where excellence is celebrated and nurtured.

• Support teachers through training and shared best practice.

• Monitor the progress and well-being of AGT pupils to ensure holistic development.

4. Identification of AGT Pupils

Identification is a collaborative and ongoing process. Pupils may be identified through:

• Teacher observations and professional judgement

• Internal and external assessment data

• Work samples, portfolios, and performance evidence

• Parent, peer, or self-nomination

• Achievements in co-curricular or extra-curricular activities.

Pupils should not be identified based on a single test score. Instead, triangulation of data and teacher insight should be used to ensure fair and inclusive identification.

4.1 Note on Assessment Tools:

4.1.1 Primary Assessment Strategies:

• Testbase assessments (used for benchmarking and identifying high prior attainment)
• End-of-unit subject assessments (standardised internally by phase/subject leads)
• Reading age assessments using FFT
• Phonics screening outcomes (for KS1 pupils)
• Ongoing formative assessment and teacher judgement.

4.1.2 Secondary Assessment Strategies:

• CAT 4 testing used to identify end of KS3 and end of KS4 targets
• End-of-unit assessments (standardised and moderated internally)
• On-going formative and summative assessments
• Teacher observation.

5. In-Class Provision and Challenge

Teachers at Capital School differentiate lessons to ensure stretch and challenge for AGT pupils. Strategies include:

• Higher-order questioning and extension tasks
• Open-ended investigations and problem-solving opportunities
• Flexible grouping to promote peer-to-peer challenge
• Encouragement of independence and self-regulated learning
• Curriculum compaction and acceleration where appropriate
• Opportunities for leadership and collaboration.

6. Enrichment and Extra-Curricular Opportunities

Capital School provides a wide range of enrichment activities designed to deepen and broaden learning experiences for AGT pupils. These include:

• Competitions in mathematics, science, creative writing, and debating
• Music, arts, and drama performances
• Sports teams and individual coaching
• External workshops and guest speakers
• Cross-curricular theme days, leadership events, and project-based learning challenges.

7. Monitoring, Tracking and Review

AGT pupils are tracked through academic progress meetings and pastoral discussions. Class teachers and subject leads ensure that AGT pupils continue to make progress through:

- Book looks and learning walks
- Termly data reviews
- Pupil voice activities
- Intervention logs and enrichment tracking.

The AGT register is updated annually or when relevant changes in performance occur.

8. Roles and Responsibilities

- Class and Subject Teachers: Identify AGT pupils, plan for stretch and challenge, and track progress.
- Heads of Department/Faculty, Year/Progress Leaders: Support identification, oversee in-department provision, and coordinate enrichment.
- SLT: Monitor whole-school provision and lead policy evaluation.
- AGT Coordinator: Maintain the AGT register, lead training, support data analysis, and promote whole-school strategy.

This policy is reviewed annually by SLT and the AGT coordinator. Input from teachers, pupils, and parents informs ongoing refinement. Impact is measured by the academic and personal progress of AGT pupils, as well as participation rates in enrichment.