



More Able, Gifted and Talented Policy

Policy Owner:	Principal/INCo
Formally Endorsed By:	Board of Trustees
Endorsement Date:	November 2023
Next Review Date:	November 2026

Human connection in all we do

Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential. We believe in providing an education that is tailored to individual needs and abilities, including those identified as more able, gifted or talented. To ensure that these children reach their full potential, we implement a range of strategies to cater for their educational and social needs.

Our school has a number of more able, talented or gifted pupils, some of whom may perform or have the potential to perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one area of learning or across a number of subjects. Our definition of ability recognises academic and practical skills as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying, developing and celebrating their achievements and successes.

Definitions

Children are defined as more able, gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects or leadership
- creative and performing arts

They are reported as 'exceeding expectation' in the subjects they excel at. In cases where children are gifted across the board, they are defined as Exceptionally Able students.

What does more able, gifted and talented mean?

'Gifted' refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory curriculum (other than art and design, music and PE)

'Talented' refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE or performing arts.

'More able' pupils are those who demonstrate, in one or more areas, abilities which place them into the highest achieving 20% of our school population.

'Exceptionally Able' refers to a small minority (up to 5%) of pupils. They are gifted across the board and demonstrate a large number of qualities associated with MAG&T children.

Aims

We aim to have a consistent approach to the identification and support for our more able, gifted and talented pupils.

We:

- provide for more able, gifted and talented pupils with a broad balanced curriculum appropriate to their needs;
- recognise their entitlement to appropriate education by means of differentiation, enrichment and extension of the curriculum;
- provide the opportunity to work at higher cognitive levels as appropriate and to teach them according to their level of understanding;
- provide tasks that challenge them intellectually and encourage self motivation;
- give them the opportunity to develop specific skills and talents, both within their education and via external sources;
- provide for the 'whole child' both intellectually and socially within the context of the school.

Identification

We endeavour to obtain as much information about individual pupils as possible. Pupils are identified by:

- teacher nomination
- test results
- teacher assessments and other academic or performance-related outcomes
- reference to a checklist/profile of more able pupils
- information provided by external agencies (e.g. sports organisations, music tutors, etc)
- subject specific criteria
- discussions with the pupil
- discussions with parents

Provision

Opportunities for extension and enrichment are built into all of our schemes of work, teaching strategies and daily routines. We also provide a range of subject based and cross curricular MAG&T extension groups and make use of external opportunities.

We tailor MAG&T groups to cater for those children identified as greater depth for each subject. These offer extension and enrichment delivered by a Learning Support Assistant, teacher or visiting expert.

More able mathematicians, readers and writers receive extra provision: meeting for sessions led by a teacher or Learning Support Assistant to offer support with the high level of skills and understanding that they are required to demonstrate. More able mathematicians in our Middle School classes are invited to take part in external maths challenges.

Children are encouraged to join school clubs and external clubs to support them with their talent. We offer instrument lessons, basketball and art clubs as well as a number of opportunities for performing. We monitor our MAG&T lists to ensure that talented children are making use of these opportunities.

In the classroom, through assessment and good record-keeping, we establish what prior knowledge, understanding and skills pupils have so that we can provide a progressive curriculum for all pupils. We are continually looking for underachievers who could achieve

higher standards when motivated and challenged. The following strategies are employed by class teachers, where appropriate:

- varied and flexible pupil groupings – sometimes allowing able pupils to work together, at other times they will take on a particular role in mixed-ability groups;
- differentiation by task;
- differentiation by outcome;
- open-ended tasks that provide extension and challenge;
- giving able, gifted and talented children opportunities for leadership
- encouraging all pupils to become 'independent learners' which includes:
 - organising their own work;
 - carry out unaided tasks that involve responsibility and accountability;
 - make choices and decisions about their work;
 - challenging themselves to extend their capabilities;
 - becoming engaged in investigative learning;
 - becoming more reflective, creative and questioning about their work;
 - being aware of differing learning styles; taking chances.

We also seek opportunities to keep parents involved and aware of their child's extended learning.

Role of the MAG&T Leader

The MAG&T Leader ensures that provision is in place and effective for all children identified as MAG&T or Exceptionally Able within the school. Teachers are supported and kept up to date with the best methods for identification, planning techniques and teaching strategies that benefit our MAG&T students. The school's MAG&T register identifies all children, and the leader works with teachers to ensure that these children are being planned and catered for.

The MAG&T leader also:

- maintains the school's MAGT register, which tracks the progress of students in each year group and is updated and reviewed during data collections;
- seeks to identify external opportunities and experts to support children with their talent;
- where possible, runs Maths and Writing groups for children working at a deeper level;
- works alongside the Learning Support team to support with the planning and provision of enrichment groups;
- investigates best practice in MAG&T provision and uses this to inform strategy and share with teachers;
- monitors and adjusts provision to meet current needs;
- reviews the policy;
- consults with SLT, staff and parents.