



More Able, Gifted and Talented Policy

See also:

The MAGT guidance

Rationale

National Curriculum 2014: *‘Teachers set High expectations for every child’ and ‘plan stretching work for children whose attainment is significantly above the expected standard’* (Department for Education, 2013)

Article 29: *Education should develop each child’s personality, talents and mental and physical abilities to their fullest potential* (UN Convention on the Rights of the Child, 2001)

Ofsted: *Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels* (Sean Harford, Ofsted National Director of Schools, March 2015)

Schools Vision

At Oak Green School we believe that all children deserve an education that inspires and challenges them to reach their full potential. We promote key learning behaviours of independence, self-reflection and resilience as well as the appreciation of their own and other’s work which will support their well-being in both continued education and their later life. Academically, physically and creatively we aim to encourage all children to develop their skills, learn from their mistakes and delight in their successes.

This policy outlines our strategies for working with those children identified as being more able and of having a particular skill and potential in one or more areas of the curriculum. Our responsibility for these children is shared by all members of staff who work with these children in all areas of the curriculum.

Aims and Objectives:

- To ensure the correct identification of More-Able, Gifted and Talented (MAGT) children throughout the school year.
- To provide these children with an inspiring and challenging curriculum through Quality First Teaching so that they can work at their own level and at their own pace. Additionally, to provide extra-curricular opportunities designed to challenge these children suitably.
- To ensure that MAGT children have opportunities, in all curriculum areas, to develop their independence, talents, creativity and reasoning skills, and to reach their full potential.
- To recognise and celebrate the range of talents that the children at our school have.

Definitions

Since the ‘Young Gifted and Talented Programme’ closed in 2010, there is no national definition of ‘more able’ or ‘gifted’ students. However, Ofsted evaluates whether schools “nurture, develop and stretch pupils’ talents and interests”. At Oak Green School, we identify MAGT learners as ‘children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).’

- **Gifted** – refers to a child of exceptional ability who possesses a talent so well developed and so far in advance of their peer group that the school needs to provide additional learning opportunities which develop, enhance and extend these abilities.
- **Talented** – refers to a child who excels in one or more specific fields, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- **More-Able** – A child who is working well above the expected standard for their peers in one or more areas of the curriculum.
- **Greater Depth** – This refers to the top tier of assessment for children at the end of Key Stage 1, children who have mastered and demonstrated a depth of understanding of all age-appropriate skills. Although it is likely that More-Able children will be working at the Greater Depth standard, these terms are not identical.

Identification

- We aim to establish identification and monitoring procedures that will ensure that children with the potential to achieve at a level above the expected standard are recognised and appreciated. Those with English as an additional language (EAL) and children with special educational needs or disabilities (SEND), as well as those children with potential who are currently underachieving, will be given equal access to identification.
- Re-evaluation is ongoing and takes place throughout the year. As children develop and change, new skills and abilities can be revealed. It is also not a foregone conclusion that an identified child will remain on the schools MAGT register for the duration of their time in school.
- Individuals are identified in a number of ways with the judgement of the class teacher being key. This judgement will be based on the teacher's observations of the child in social and academic settings, the child's work in books and any work produced by the child in any medium at school or as an independent project. Additionally, decisions can be informed by test data, consultation with parents and pupils and information received from previous schools. Identification is moderated through discussions with Subjects Leads and specialists.
- The MAGT guidance sets out subject specific identification criteria to support class teachers and subject leads in identifying MAGT children across the curriculum.

Characteristics to look out for

More-Able children are a diverse group and there is not one single feature that guarantees immediate identification. Instead, a range of behaviours and abilities must be taken into consideration and not all more-able children would be expected to manifest all of these. More-able children are more likely than most children to:

- Think quickly and accurately;
- Work systematically;
- Generate creative working solutions;
- Be determined, diligent and interested in uncovering patterns;
- Achieve, or show potential, in a wide range of contexts;
- Be particularly creative;
- Show great sensitivity or empathy;
- Demonstrate particular physical dexterity or skill;
- Make sound judgements;
- Be outstanding leaders or team members;
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work;

- Are able to use a high level of mastery in order to work with the curriculum objectives taught;
- Show a passion for particular subjects and seek to pursue them
- Master the rules of a domain easily and transfer their insights to new problems
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- Make connections between past and present learning
- Work at a level beyond that expected for their years
- Show intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in debate and discussion on a particular subject

It must be remembered that not all more-able children are obvious high achievers. Many can actually under achieve; their potential hidden by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. It is important that these children are identified and that these barriers to achievement are considered as part of the identification process. Make reference to section 6 of the MAGT guidance on categories of MAGT children.

Distinguishing between a high achiever and MAGT

This list is not a checklist or criteria to be met and each MAGT will differ, however this can help to distinguish between a high achiever and a MAGT child.

High Achiever	MAGT
Knows the answer	Asks the questions
Is interested	Is highly curious
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Listens with interest	Shows strong feelings/opinions
Grasps the meaning	Draws inferences
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information

Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Teaching of More-Able children within the curriculum:

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. Therefore, the majority of provision for MAGT pupils will be organised and provided by the class teacher as part of their normal adaptations to teaching in order to respond to their pupils' diverse needs.

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
- Open-ended tasks that provide extension and challenge
- Providing opportunities for leadership
- Encouraging all pupils to become ‘independent learners’ which includes organising their own work; carrying out unaided tasks that involve responsibility and accountability; making 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.
- Creativity by designing tasks at an appropriate level of challenge, encouraging deeper ‘thinking’ as opposed to task completion
- Developing pupils’ metacognition to encourage increased reflection and decision making
- Providing opportunities for MAGT pupils to apply their learning in different contexts as opposed to repeated consolidation

Extension or challenge activities, within lessons, will enable children to:

- Focus on higher order skills
- Access resources from later key stages or higher levels of study
- Extend the breadth of study within the subject
- Utilise the full range of available technologies

Effective provision should ensure that children develop:

- The skills to become independent learners through building their learning power so that they are reflective, reciprocal, resilient and resourceful learners
- Creative thinking
- Problem solving techniques and higher order thinking skills

- Effective practices, such as learning how to collaborate with others
- An enjoyment of learning
- Their personal learning and thinking skills – individual, preferred metacognitive strategies

Feedback:

- At Oak Green School, we prioritise verbal feedback for all pupils. Pupils are encouraged to self-assess and reflect on their learning against the Success Criteria providing in each lesson. This can be enhanced further for MAGT by: *'Drawing 'more able' pupils into discussions where questioning can be higher-order and encourage analysing and evaluating rather than remaining at the comprehension level' (Alexander, 2017).*

Finally, it is believed that all children will in fact benefit from adherence to these principles and that over time more children will have the opportunity to be considered to be MAGT as a consequence. On some level and at some skill all children can be considered to be MAGT and although the principles outlined above have a clear relevance to teaching gifted children, they are key aspects of quality first teaching at Oak Green School. In fact, by designing and delivering lessons that challenge MAGT children it is believed that the attainment of all children will be raised.

Beyond the Curriculum:

Wider-curricular and enrichment activities will be provided to offer broader learning opportunities beyond the normal curriculum and to utilise the skills and expertise of others both within and outside the school community. This may involve extra-curricular clubs or signposting children and families to outside opportunities.

Access to extra-curricular activities will enable pupils to:

- Engage in work which draws on the content of different subjects
- Gain opportunities to work with similarly MAGT pupils

Monitoring and Assessment

Rigorous tracking processes are in place to ensure all pupils' progress is closely monitored to ensure that they all at least meet or exceed their age-related expectation. Tracking pupil progress enables teachers and senior leaders to monitor the progress individuals make, identify any required interventions needed, whether it be for a child who requires greater challenge or a child who requires additional support.

Class Teachers, the MAGT Lead and Assistant Headteachers (AHTs) review the progress of all children at regular intervals and discuss this in half-termly pupil progress meetings. If a MAGT child's progress becomes an area for development, the MAGT Lead, Class Teacher and AHT will identify the barriers to progress, plan actions and set a review date to monitor the progress closely.

Roles and Responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their children.

Class Teacher

The principle responsibility for provision for MAGT children lies with the classroom teacher. They are primarily responsible for identifying these children and for ensuring that these children continue to excel and make enhanced progress, that they access an appropriately challenging curriculum and that they develop an awareness of their area(s) of ability. Class teachers should also deploy Teaching Assistants effectively and ensure they are familiar with the strategies and techniques that they may use when working with MAGT learners. Class teachers should review and adapt this provision regularly and should act as a champion for their MAGT children.

Subject Leaders

Subject Leaders are responsible for remaining up to date in their subject, and where appropriate, may offer advice regarding planning, provision and resources for children on the register in specific subject areas. Assessing whether MAGT children are being suitably provided for will be an aspect of their monitoring routine and this information will be fed back to Year Groups.

MAGT Lead – Extended Leadership Team

The MAGT lead will regularly monitor the progress of MAGT children and provide advice and guidance on how to better support their development as part of their planned monitoring activities. The MAGT lead will review provision in place, ensuring it is effective for all children identified as MAGT within the school. Work alongside Class Teachers and Subject Leaders, keeping them up to date with the best methods for identification, planning techniques and teaching strategies that benefit our MAGT students. Identify external opportunities and experts to support children with their talents. Feedback to the Senior Leadership Team accordingly.

Senior Leadership Team

The Senior Leadership Team will periodically monitor the progress of MAGT children and provide advice and guidance on how to better support their development as part of their planned monitoring activities. The Strategic Leadership Team are responsible for ensuring that there are regular opportunities for staff training in teaching methods of benefit to the MAGT children.

The Governing Body

The Governors are accountable for the overall policy and provision for MAGT children. Through their monitoring programme, including child interviews, data analysis and presentations from key staff, they will seek information to enable them to challenge and support the school in reviewing and developing provision for these children.

Working in partnership with parents

The school actively promotes a culture of a school-parent partnership and communication in order to enable each child to reach their full potential. The school also recognises the valuable role that parents can play within the school and welcomes input from parents to support both curricular and extra-curricular activities for the benefit of their own child, or a wider number of children. Parents are warmly welcomed to speak to their child's Class Teacher, the SENDCo or member of ESLT through the school year to discuss any matter.

Appendices:



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DATE : _____

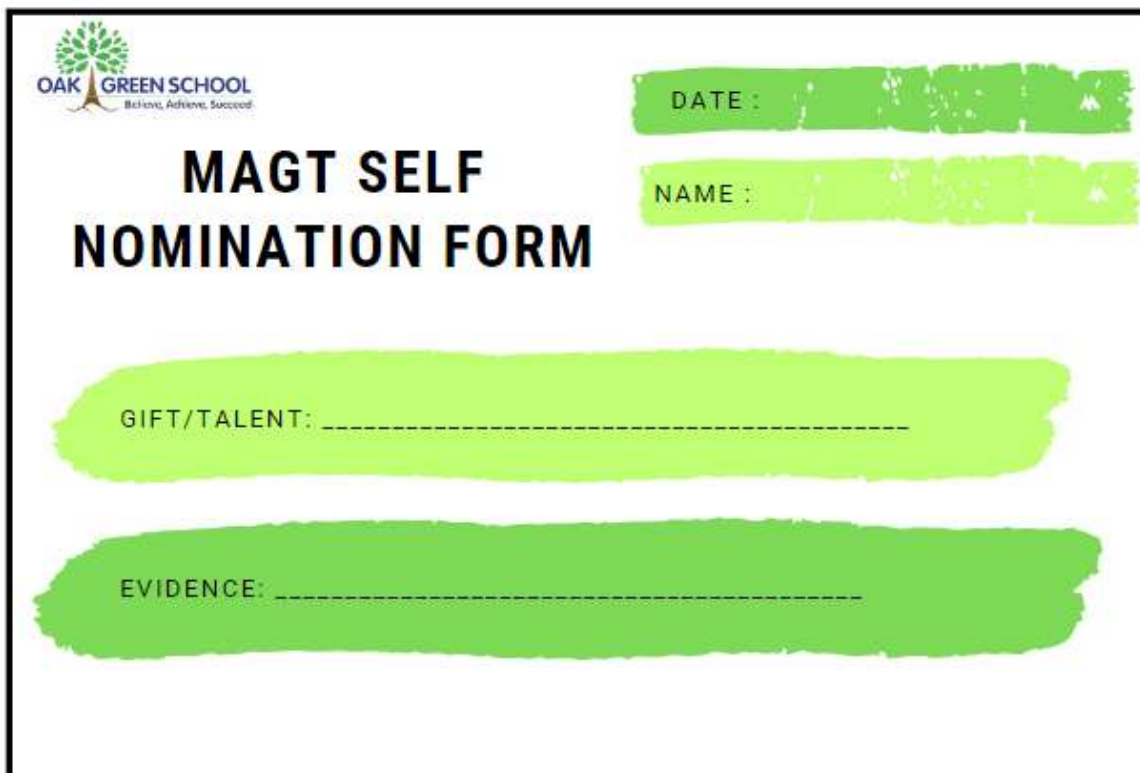
NAME : _____


MAGT PEER NOMINATION FORM

I AM NOMINATING: _____

GIFT/TALENT: _____

EVIDENCE: _____



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DATE : _____

NAME : _____

MAGT SELF NOMINATION FORM

GIFT/TALENT: _____

EVIDENCE: _____