

# **Bitterne C of E Primary School**



# **More Able, Gifted and Talented Policy**

Headteacher

Last review- October 2022

Next review –October 2025

**Chair of Governors Amanda Humby**

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## Reason for the policy

This policy has been written to:

- Inform all staff, governors and parents of our philosophy and practice in meeting the needs of more able, gifted and talented children;
- Establish our commitment to identify and support those children who are deemed to be working well above average across curriculum subjects;

## The Nature of the provision

More able, gifted and talented (MAGT) children exhibit a wide range of differences. A checklist of characteristics may help to identify some more able children but not all MAGT children will fit the criteria.

We define **more able** children as follows:

More able children are those with abilities in one or more subject within the school curriculum. They have the capacity for, or demonstrate high levels of attainment in an academic area.

Within this broad definition there are more specific aspects:

- Intellectual ability – aspects of English, maths or general curriculum knowledge)
- Artistic and creative ability – such as art, design, music, drama etc
- Practical ability – such as DT or mechanical ingenuity
- Physical ability – such as in PE, sport, dance/ performing arts
- Social ability- such as personal and interpersonal, leadership, working with adults etc.

We define **talented** children as follows:

Talented children demonstrate **exceptionally** high levels of achievement in a specific ability in areas such as art, music, sport or the performing arts. A talented child's achievement will be much higher than for children who are more able in these aspects.

We define **gifted** children as follows:

Gifted children have an innate ability, who present a natural, outstanding aptitude or competence for **exceptional** performance well above what would be expected for a child of their own age in more than one area of learning other than art, music, sport or the performing arts.

Staff will use a range of information gained from a variety of sources to support their identification of MAGT pupils, including:

- Teacher observation
- Assessment information
- Work books
- Information from parents
- Information from external sources eg sports coach, music teacher
- Characteristics of MAGT children (see below in guidelines)

## School Policy and the National Curriculum

The National Curriculum Programmes of Study for Key Stage 1 and 2 and EYFS Curriculum are the basis for all teaching and learning.

More able children will be working on the same age-related expectations for the cohort but will be working at greater depth within the expected standard.

For exceptionally able pupils, material from Programmes of Study for subsequent years may be selected, where this is necessary for individuals to make progress and continue to be challenged.

This will be done with the knowledge of the Headteacher and Curriculum Leader and parents will be informed. Detailed assessment information will be recorded on which aspects they have been taught from subsequent years or Key Stages and this will be passed on to the next teacher in this school or any school they transfer to.

### Entitlement

All children have a right to an education of the highest quality appropriate to their needs and abilities. It is the role of the school to encourage all pupils, regardless of race, gender, ethnicity, age or ability to fulfil their potential. The more able, gifted and talented should be seen as a discrete vulnerable group and their attainment and progress closely tracked to ensure they are making best progress from their higher starting point.

### Aims

The policy aims to:

- Identify all more able, gifted and talented pupils within the school;
- Ensure that the broad and balanced curriculum provides an appropriate level of challenge for the more able, gifted and talented pupil. The teaching and learning at Bitterne CE Primary School aims to develop all children's confidence, so they can challenge themselves and reflect on their learning and take risks.
- Work in partnership with parents to identify and support the learning of their more able, gifted or talented child;
- To recognise where a more able, gifted or talented pupil is underperforming and seek to increase achievement.

### Objectives

The objectives of the policy are to:

- Explain how the school defines the more able, gifted and talented child
- Create an open approach to the identification of and provision for the more able, gifted or talented child;
- Have high expectations and to make high achievement socially acceptable;
- Recognise that the social and emotional well-being of more able, exceptionally able, gifted and talented pupils is equally as important and that they may need support to enable them to learn from their mistakes.
- Recognise that some more able children underachieve;
- Recognise that some more able children have a high capacity for abstract thinking and self-reflection.

### Approaches to Teaching and Learning

Teachers should use a variety of approaches, as needed, to meet the needs of the more able pupil:

- Summative and formative assessments;
- Differentiated tasks
- Enrichment, extension or enhancement activities
- Target-setting
- Ability groupings and setting
- Specialist teaching of small groups, withdrawn from class
- Focussed teaching of groups within the class
- Targeted questioning
- Independent tasks
- Independent Study projects
- Extra-curricular activities and special events
- Alternative homework activities

The above should be taught through 3 main approaches

**Mastery-** this is where a child applies the age expected curriculum in a more complex and in-depth way leading to a judgment of 'greater depth'. More able children should also be able to reflect on their mastery and explain what they have learned and be able to teach this aspect to someone else.

**Enrichment-** This is about broadening the child's education. This would be giving a child further opportunities to learn outside to the usual planned curriculum.

**Extension –** This is where a child is given opportunities to develop more sophisticated thinking and reasoning skills through a more demanding curriculum above what is usually taught.

### Staff Roles and Responsibilities

The Headteacher is responsible for ensuring that the More Able, Gifted and Talented Leader carries out the requirements of the policy effectively.

### The More Able Gifted and Talented Leader responsible for:

- Establishing and updating the register of more able, gifted and talented pupils in consultation with year teams
- Supporting class teachers to ensure effective provision in the classroom;
- Supporting class teachers to ensure effective provision for groups/ individuals including withdrawal of groups for specific tasks;
- Supporting Subject Leaders with the development of policies, guidelines and planning which support the more able, gifted or talented children in their subject;
- Communicating with parents of more able, gifted and talented pupils when appropriate;
- Liaising with colleagues internally and externally to ensure continuity and good communication;
- Monitoring and evaluating planning, work and progress of more able, gifted and talented pupils
- Reporting to the headteacher of overall standards for the MAGT group and meeting with the nominated governor for vulnerable groups.
- Developing and implementing the MAGT action plan and collecting evidence through a range of monitoring strategies in order to evaluate the impact of the action plan.

### Curriculum Subject Leaders are responsible for:

- The development of policies, guidelines and planning which support the more able, gifted or talented child in their subject;
- Identifying resources for relevant extension and enrichment tasks for more able children;
- Developing a subject-specific checklist to identify more able, gifted or talented children
- Collecting evidence on the achievement of MAGT children in their subject through a range of monitoring strategies
- Reporting to the MAGT Leader where there are particular strengths or areas of concern for their subject across the school linked to the provision for MAGT children.

### The Classteacher is responsible for:

- Initial identification of more able, gifted or talented children;
- Completion of Able Child Checklist, as needed.
- Target-setting, grouping pupils and providing classwork that is appropriately challenging
- Monitoring and evaluating planning, work and progress of MAGT pupils in consultation with the MAGT Leader.
- Communicating with parents of able and talented pupils when appropriate;
- Using questioning techniques to extend higher order thinking skills; (*Appendix 3.2*)
- Providing Extension and enrichment activities on a week –by –week basis;
- The management of the classroom so that the teacher can spend extended time with able children

Phase Leaders are responsible for ensuring that the above are consistently in place across their phase.

### Evaluation

This policy will be reviewed in every 2 years or earlier if there are new national or local initiatives regarding MAGT.

## **Able Child Policy Guidelines**

### **Planning for able children**

#### **Identification and Register**

We use clear definitions for identification of MAGT children as above

A register for MAGT children is kept for each group. Year teams compile the register in the Autumn term in consultation with the MAGT Leader.

In helping to identify MAGT children the characteristics below can be a helpful check list

#### **Characteristics to look for in MAGT children**

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thought and ideas very well
- 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.
- Be outstanding team leaders or team members
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work.

It should be noted that some more able children may exhibit:

- High ability with poor motor skills
- High ability with attention deficit
- High ability with poor social skills
- An eagerness to disguise their abilities.

### **Subject Leaders**

Subject Leaders can support the class teacher in meeting the needs of MAGT children by providing a subject-specific checklist for identifying more able, gifted and talented children within the subject as well as questioning skills that support the delivery of particular lessons.

There are differing abilities of MAGT children. It may be that the provision for talented pupils can be often met by specialists, such as peripatetic teachers in music and extra-curricular activities.

## **Medium-term planning**

Year Teams must ensure that the medium-term planning in any subject details the expected learning and teaching activities for meeting the learning needs for MAGT children. It is the responsibility of the subject leader to review the impact of medium-term planning for their subject across the school. This includes finding evidence of the impact of the planning on MAGT children. Subject leaders will evaluate the provision for MAGT children and provide concise feedback to year teams.

Medium term planning will be adapted for particular groups of pupils who are withdrawn for extension activities. In some cases, for exceptionally able children, an Independent Study Contract will be drawn up and shared with parents, pupils and Headteacher/ Deputy Head.

## **Short-term planning**

Short-term planning for each lesson must ensure that the learning needs of the MAGT children are met. This may be through learning activities which apply skills, knowledge and understanding at a higher level alongside specific questioning to ensure higher order thinking.

## **Attitudes**

We promote the following attitudes:

- Open expectations about MAGT children and their particular strength/s;
- Moving MAGT children's thinking beyond the obvious;
- Helping MAGT children to make their own meaning from experiences we provide for them;
- Helping MAGT children to understand that making mistakes does not constitute failure.

## **Equal opportunities**

Opportunities for extending the able child are provided for all pupils, regardless of religion, race, gender, ethnicity or age. Further details can be found in the school's policy for Equal Opportunities and current equality action plan.

It should be noted that children who have SEND that impacts on learning in some aspects can also be MAGT in other aspects.

## **Assessment**

The use of pre and post pupil assessments, which focus on the learning intentions in any subject, is useful in determining the short-term planning for this subject and making any necessary amendments to the medium-term plans for MAGT pupils. These will follow the school's system that shows what MAGT children can and can't yet do. These assessments will be summarised on the Foundation Subject Assessment tracker. This will determine at what level the child will need to be challenged in their learning. The child's end of year report will make it clear that the child is working at an extremely high level in some subjects/ aspects and parents will be made aware of the exceptional performance at parent consultation meetings.