

Unlocking the Potential of Every Child

MAGT Policy 2021-2022

MORE ABLE, GIFTED AND TALENTED POLICY

1. Rationale

All students are individuals with their own special needs and requirements. More able students need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented and student progress needs to be monitored. That is not to say that more able students are worthier of individual attention than other students – rather which, within the framework of equal opportunity, they are entitled to have their needs recognised and addressed.

These students need to be presented with work that challenges, stretches and excite them on a daily basis, in an environment that celebrates excellence and is supportive of those who may, in years to come, break the boundaries of what we know and understand today.

The development of More Able, Gifted and Talented (MA,G&T) provision at SBS is a valuable contribution to the delivery of the school’s mission statement. Our Mission is to ‘Create a School that Unlocks the Potential of Every Child’

2. Aims

- Provide a whole school approach to the identification of, and provision for, more able, gifted and talented students.
- To improve the attainment, motivation, self-esteem and aspirations of more able students.
- To encourage all students to excel.
- To raise teacher expectations of their more able students.
- To support those underachieving able and talented students, especially those from targeted backgrounds.
- To involve more able students as partners in their own learning.
- To provide support and opportunities for involvement in learning for the parents of more able learners.

3. Specific Objectives of the MA, G & T Policy

- To achieve significant, measurable improvements in the attainment, goals, motivation and self-confidence of gifted and talented students, especially those at risk of underachieving.
- To improve the quality of identification and provision at SBS.
- To promote continuity and progression by meeting the individual needs through effective differentiation and more progression in line with ability.

4. Definitions

The definition of Gifted and Talented or more able are based on the Knowledge and Human Development Authority (KHDA).

Students may be globally gifted, gifted in specific areas or indeed be gifted in some areas but experience learning challenges in other areas. These students would demonstrate performance which is distinct from their peers who are in the same age group.

DCSF defines the group supported by the National Programme for gifted and talented education as: “Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Special talents need to be encouraged, nurtured and extended, and students need to be challenged to think laterally about complex ideas, issues and situations even if a student is receiving learning support in other areas. Curriculum and learning choices should be made in collaboration with students and their parents.

At SBS we believe that all children, at some time, are capable of displaying gifted behaviours. Individual gifts and talents should be seen in relative terms, rather than as abilities measured against set ‘norms’. Factors giving rise to giftedness and/or talent are seen as complex and inextricably inter-related. These would include ‘internal child’ factors (e.g. inherited or acquired predispositions, aptitudes, intelligences, learning dispositions) as well as situational factors (e.g. levels of opportunity, encouragement and learning challenge).

5. Identification

The follow tools may be used as a means of identification:

- Standardised benchmarks (CAT 4, PTE, PTM, PTS)
- External Cognitive Assessments by registered professionals
- Teacher Reporting
- Internal school assessment data

Year 1 - 6	SS
More able	119+
High Achievers (Monitoring for G&T)	127+
G&T	133+

Teacher identification through the use of:

- Linguistic intelligence – strengths in expression of the written and spoken word.
- Logical / Mathematical intelligence – strengths in logical and scientific thinking and structured approach to solving problems.
- Visual / Spatial – strengths in visualisation, spatial awareness, creative approach to solving problems.
- Intrapersonal Intelligence – strengths in self-awareness. Emotions, feelings, self-organizational skills.
- Interpersonal Intelligence – strengths in understanding others, empathy and communication skills.

Process of identification for existing students:

- Teachers to review internal data making use of CAT 4 data, report data for previous and current year where applicable.
- Using the data, teachers are to identify students who are exceeding and far exceeding.
- Evidence is to be collected (samples of anecdotal notes, internal assessments, etc.)
- Teacher to complete More Able and Gifted and Talented form.
- This form will be sent to Head of Inclusion and Head of Year for review.
- Head of Inclusion will review the form and will coordinate and facilitate communication with other subject areas and/or departments.
- On completion of this process, the Head of Inclusion will include ACTION to be taken. This will include communication with Parents/Guardians.

6. Gifted and Talented Register

Register to be kept on OneDrive and updated. All student information should be treated as a confidential and sensitive document.

7. Provision for Gifted and Talented

(a) Organisational Responses could include, but are not limited to:

- Opportunities for a student voice in learning and extra curricula opportunities
- Further developments of a 'culture of success' in the school
- Extra enrichment and extension materials
- Extra pastoral support for Able and Talented students who might have particular social needs
- Use of teaching mentors
- Use of new technologies (e.g. iPads, new learning software)
- Student lead research studies and individual/small group investigations
- Access and links to outside providers
- Highflyers Gifted Group

(b) In-class approaches could include, but are not limited to:

- Enrichment/extension activities
- Differentiation in terms of pace, task, support, learning style outcome, resource, content and responsibility
- Differentiated homework
- Independent learning opportunities – in depth/group tasks
- Real-life problem-solving exercises whereby students take further action to deepen their knowledge or understanding
- Involvement of students in module/task reviews of learning
- Cross curricular projects

(c) Out-of-class approaches could include, but are not limited to:

- Opportunities to work with older/younger students – peer mentoring
- Enrichment days, visits, outings, residential trips
- Out-of-school hours provision (including lunchtime clubs, homework clubs, special interest groups, after school, weekend and holiday clubs)
- Enrichment opportunities (e.g. external competitions, challenges or clubs)
- Participation in school councils, learning groups, lesson observations, staff appointments
- Opportunities for responsibility, organisation and school events, visits

8. Role of the Head of Inclusion:

1. To lead the development, implementation, monitoring and evaluation of the department's policy for identifying Gifted and Talented students and the teaching and learning programme for them embedded in the School action Plan.
2. To develop 'Highflyers' plans and provision for students
3. To act as a 'champion' of able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic and social needs ensuring all students receive the right balance of challenge and support.

9. Role of Students and Parents

For any policy and provision for More Able, G & T students to be effective, both the students themselves and their parents need to be fully informed and involved. This could take the form of:

- Information meetings explaining the identification process and structure of provision.
- Student and parental involvement in the identification process itself.
- Parental involvement in supporting homework and other home-based activities to support and challenge able and talented students, including Highflyers tasks
- Student and parental involvement in the evaluation of the able and talented programme.
- Involvement of students in dialogues about their own learning through learning logs, lesson observations, learning reviews and self/peer learning evaluations.

10. Transfer and Transition

Every effort is made to ensure a smooth transition through the Years, especially those students moving from EYFS to KS1 and KS1 and KS2. All information is collated and shared with staff when students start a new academic year. Any difficulties or issues are raised through this process so that staff are aware.

11. Monitoring and Evaluation Strategies

- Analysis of student target setting/individual learning plans
- Analysis of report
- Lesson observation data
- Log of enrichment and extension activities
- Student and parental feedback questionnaires
- Review of impact of Teacher Mentors and support programme on student performance.

A concluding note

It is important to highlight that the programme and provision for MAGT students is good practice for **all** students. Creativity, challenge, innovation, along with high quality teaching and learning, effective assessment, reporting and partnership with students and parents are fundamental for achievement and success for **all** students at Safa British School.

Appendix 1

MAGT Provision Flow Chart

LINK MAGT Provision Flow Chart

A pupil has scored above 127 on their GL assessments and in class formative assessments match this

A pupil is consistently exceeding in their classwork and is working at a level significantly above their peers

A pupil has a unique talent that the current curriculum offering may not be supporting

1. Raise awareness with HOY
2. Class teacher (CT) to complete **MAGT Referral Form** & email to SENCo Teju Sonuga: tsonuga@safabritishschool.com

LINK team complete a **MAGT Assessment** to determine level of support

Assessment indicates an advanced ability of (1-2 years above ARE)
Go to More Able

Assessment indicates a unique ability alongside a SEND (i.e. twice exceptional)
Go to Talented

Assessment indicates a highly advanced ability of (2+ years above ARE)
Go to Gifted

More Able

1. Student added to MAGT (more able) register
2. Class teacher to adapt class context planning
3. Enrichment and extension materials made available
4. Challenge corner/space added to classroom in line with pupil strengths
5. Opportunities to take part in external events, competitions and collaborative links
6. Peer mentoring opportunities
7. Termly review - monitor for Giftedness

Talented

1. Student added to MAGT (Talented) register & map
2. Talented goals set and added to IEP (CT and LINK)
3. Parent pupil centred IEP meeting
4. Alternative and additional curriculum is set (ASDAN Specialised and vocational skills sets)
5. LINK key teacher collaborate with ILSA and CT to monitor
6. Class teacher to adapt class context planning
7. Opportunities to take part in external events, competitions and collaborative links

Gifted

1. Student added to MAGT (Gifted) register & map
2. Gifted IEP created (CT and LINK)
3. Parent pupil centred IEP meeting
4. Allocated LINK key teacher for pastoral support & monitoring
5. Alternative and additional curriculum is set (ASDAN extended Maths/ English/ Science)
6. Class teacher to adapt class context planning
7. Challenge corner/space added to classroom in line with pupil strengths
8. Opportunities to take part in external events, competitions and collaborative links

Excellent progress
Move up a level
Ensure access to Gifted programme

Some progress
Continue on current level

Less than expected progress
Move down a level & continue QFT stretch & support

KHDA G&T Definition: Students may be globally gifted, gifted in specific areas or indeed be gifted in some areas but experience learning challenges in other areas. These students would demonstrate performance which is distinct from their peers who are in the same age group.

GL Assessment (CAT4/PT) assessment score key:

More able: **119+**
High achiever (monitor for gifted): **127+**
Gifted: **133+**