



FINTON HOUSE
SCHOOL

MORE ABLE, GIFTED AND TALENTED (MAGT) POLICY

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A copy of this policy is available to all governors and parents on request. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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1. Policy Statement

Finton House provides a broad, current and inspiring education where all children can develop their interests and talents, whether academic, creative or sporting. We respect the right of all children in our school, irrespective of differences in ability, to access the curriculum and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and development into active and responsible adults.

We aim to ensure that boys and girls of all abilities, including the most able and those with special educational needs, are nurtured and challenged to make excellent personal and academic progress. All children are encouraged to express their opinions, strive for excellence and think 'out of the box'.

We aim to ensure that a caring, inspiring and educationally appropriate environment is provided for all children, including those with exceptional abilities, through a stimulating and challenging curriculum.

We endeavor to plan our teaching and learning in such a way that we enable each child to attain the highest level of personal achievement. This involves an awareness of the different ways different children learn - be they auditory, visual or kinesthetic learners.

We are committed to ensuring that the application of this policy is non-discriminatory and in line with the Equality Act (2010).

The overview and development of strategy and practice is overseen by the Academic Team, in particular the Assistant Head: Teaching and Learning.

2. Definitions

There are many definitions of the terms 'gifted', 'talented' and 'able', and much discussion about the terminology that should or shouldn't be used. For example, PotentialPlus UK currently use the term 'high potential learners', NACE refer to 'more able' learners, and the DfE and ISI refer to 'most able' pupils. At Finton House we believe that whatever the terminology used, semantics should not become a barrier for providing for the needs of this group of individuals.

At Finton House, the terms 'more able', 'gifted' and 'talented' (MAGT) are used:

- **More Able** refers to pupils who are working well above the expected average, or have the potential to do so, and therefore need suitably differentiated work.
- **Gifted** refers to pupils who have exceptional abilities in one or more subjects other than art and design, music and PE.
- **Talented** refers to pupils who have exceptional abilities in art and design, music, PE or in performing arts such as dance or drama.

3. Aims and Objectives

Finton House aims to provide MAGT pupils with appropriate learning opportunities and suitable challenges to enable them to develop their abilities to the full. In order to do so, we need to be aware of the social and emotional needs of these pupils as well as their academic needs.

Through this policy and our practice we aim to:

- a) Provide a shared understanding of the terms more able, gifted and talented.

- b) Assist staff in identifying more able, gifted and talented pupils.
- c) Ensure staff understand their responsibilities regarding the support of more able, gifted and talented pupils.
- d) Encourage the use of differentiated provision within the mixed ability classroom and beyond through challenge, enrichment and extension of learning.
- e) Offer pupils opportunities to generate their own learning and encourage them to think and work independently.
- f) Support the needs of our pupils and help them to develop to their full potential.

4. Identification

Identifying MAGT pupils is a complex matter. NACE (National Association of Able Children in Education) recommends that “every school has a robust, while ongoing and flexible, method of identifying its more able cohort”.

At Finton House we use a range of strategies to identify these pupils and plan for their needs. The identification process is ongoing and begins when the pupil joins Finton House. A pupil is identified as being MAGT when they achieve, or are believed to be capable of achieving, high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Pupils identified as being MAGT in one or more areas of the curriculum are included on the Gifted and Talented/More Able Register which is shared with all staff. This list is reviewed twice a year and updated.

MAGT pupils are identified by making a judgement based on a variety of sources of information, including:

- teacher observation and assessment
- discussions with pupils, and information shared by parents and carers
- data from exams, CATs tests and other standardised scores
- other observations and reports e.g. previous schools, educational psychologists, coaches and peripatetic/specialist teachers, etc.

In 2011, DfE research into how to provide the best tuition for pupils who are learning at a more advanced level identified the following common characteristics of academically more able pupils:

Pupils often:

- enjoy a creative and sometimes more cross curricular approach to teaching and learning; they often have a passionate interest in a particular area, for example a specific period of history or aspect of science
- become more acutely aware of their progress and rapidly become despondent if they start to fall behind their peers
- have less emotional maturity which can manifest in poor behaviour, despite being academically more able
- have more diverse learning preferences and approaches and therefore need a wider variety of teaching strategies.
- find it difficult to fit in and work with their peers
- only do the minimum amount of work and can be prone to under-performing, if not sufficiently academically stretched; they need to be ‘pushed to deeper thinking’
- have a disparity between their cognitive ability and their written outcomes as they can become impatient with the process of writing.

At Finton House, we recognise that MAGT pupils are a diverse group and that they can be:

- high achievers across the academic spectrum
- high achievers in one area (curricular or extra-curricular)
- of high ability but with low motivation
- pupils not achieving their potential
- pupils whose skills and knowledge may extend beyond national measures of progress and attainment
- pupils on the special needs register

5. Provision

Teachers at Finton House plan carefully to meet the learning needs of all pupils. We give all the children opportunities to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- an 'open ended' common activity that allows the children to respond at their own level
- an enrichment activity that broadens an individual's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- opportunities for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school: whole-class teaching, small group work, paired work and individual tasks. Each strategy supports all children in their learning, whilst taking into account the needs of MAGT learners.

Children are grouped in a variety of ways, including ability based groups within a class and across a year group. Differentiation is planned for within such groups and appropriate targets are set for individual pupils.

Teachers regularly review the progress of pupils and pupils move between the groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group. When working with ability based group, we recognise that some MAGT pupils may require further differentiation to cater for their learning needs. The Academic Team and teaching staff work closely with the SENCO to ensure children who can be both SEND and MAGT are also fully catered for and supported.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work to challenge pupils, particularly in individual research.

All the pupils have the opportunity to experience a range of educational visits and after-school clubs that further enrich and develop learning.

We have developed links with other schools and provide MAGT pupils at Finton House the opportunity to meet and work alongside pupils from other year groups and other schools in a variety of activities, workshops and competitions.

We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award, etc.

Monitoring and tracking of pupil progress is the responsibility of individual teachers using the provided formative assessment spreadsheets alongside the tracking of standardised assessment data. These are regularly reviewed during assessment meetings with the SENCO and Deputy Head: Academic.

Please see Assessment, Recording and Reporting Policy for further details.

6. Responsibilities

The Academic Team co-ordinates the provision and practice for MAGT pupils at Finton House. Their role includes:

- Taking the lead in policy development.
- Supporting staff in the identification of MAGT children.
- Ensuring the MAGT list is regularly reviewed and all staff are aware of the updated list.
- Regularly reviewing the teaching arrangements for MAGT pupils and sharing good practice including advice and learning strategies for MAGT pupils.
- Monitoring the progress of MAGT pupils through discussions with teachers and, where appropriate, the analysis of data.
- Collecting samples of work/evidence in order to demonstrate the standards MAGT pupils are achieving, inform the process of identification, and keep a record of progress and achievement. These are stored on Frog to share good practice with all.
- Co-ordinating events with other schools and organisations that will extend and challenge MAGT pupils.
- Keeping up to date with developments in this area and to reviewing the school's policy and practice.

The teachers' role includes:

- Planning lessons and activities which are suitably selected or differentiated to meet the needs of all pupils, including MAGT pupils.
- Regularly reviewing the teaching arrangements for MAGT pupils within the classroom and across year groups.
- Regularly reviewing and updating the MAGT list.
- Monitoring the progress of MAGT pupils through discussions with colleagues including the Academic Team.
- Collecting samples of work from MAGT pupils in order to monitor and demonstrate the standards that they are achieving.
- Assisting the Academic Team by organising MAGT events and selecting and releasing pupils to attend these events.