

## George Fentham Endowed School Most Able, Gifted and Talented (MAGT) policy

### **Believe - Achieve - Succeed**

At George Fentham Endowed School, children are at the heart of our curriculum. We believe every child is unique and special and we have therefore designed a curriculum which:

- Promotes a sense of high expectation and pride in themselves as learners, achievers and individuals
- Inspires a love of learning, a sense of curiosity and enquiry
- Develops lifelong learning skills
- Nurtures pupils' academic, artistic and creative talents and potential
- Engages pupils in active and practical learning experiences
- Encourages pupils to be safe, active and healthy
- Supports Christian values including friendship, respect and compassion
- Cultivates pupils' spiritual, moral, social and cultural development

Every child will be encouraged to achieve their full potential through a curriculum that is both inspirational and aspirational. Our vision for all our children is that they become secure, independent and knowledgeable young people ready to use their love of learning to make their way in the world with confidence.

### **Definition of Most Able, Gifted and Talented (MAGT)**

At George Fentham, we use the following definitions:

**Most Able:** refers to pupils who achieve, or have the potential to achieve, significantly above age-related expectations in advance of their peers. This may be in all areas of the curriculum or in a limited range.

'Most Able' pupils are categorised in two ways:

- 1) **Gifted:** refers to the Most Able learners who have abilities in one or more subjects in the academic subjects, like English and Maths.
- 2) **Talented:** refers to the Most Able learners who have particular abilities in Art and Design, Music, P.E. or Performing Arts (dance and drama).

It is important to recognise that MAGT pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but then also appear on the Special Educational Needs and Disabilities (SEND) register.

### Identifying Most Able, Gifted & Talented (MAGT) pupils

MAGT pupils can be found in every school, in every culture and in every socio-economic group. Some will show their talents at an early age whilst others will take longer to develop.

Identification should be a developmental, whole-school process. Although many pupils who are identified will continue to make progress as expected, inclusion on the MAGT register is a flexible process which reflects the current needs of individual pupils. Pupils may move on and off the register as their circumstances change.

A pupil's *potential ability* should be taken into account, especially when considering pupils who are vulnerable to underachievement. A child may have a certain predisposition to excel in one or more areas, but will only demonstrate and develop their gifts and talents if encouraged to do so.

In 2008, the Department for Children, Schools and Families (DCSF), the predecessor to the Department for Education (DfE) published guidance on identifying gifted and talented children. Popular methods for identification included:

- Teacher/staff nomination
- Checklists
- Testing - achievement, potential and curriculum ability
- Assessment of children's work
- Peer nomination
- Parental information
- Discussions with children

The DCSF highlighted that schools are likely to obtain the best results by drawing on a wide range of information sources as no single method of

assessment or identification process will accurately identify a pupil's ability profile or learning needs. They also stress that identification methods can differ between age phases and between subjects.

The National Association of Gifted Children (NAGT) identifies characteristics that are common in children with high learning potential, including having a strong curiosity, being able to learn quickly, persevering when interested and showing compassion. The National Association for Able Children in Education (NACE) also stress that learner characteristics, such as creativity and thinking skills, should be considered when identifying MAGT pupils.

At George Fentham, we take all of the above guidance into consideration when deciding whether a pupil should be identified as being MAGT.

### **Provision for Most Able, Gifted & Talented (MAGT) pupils**

Our aim is to provide good quality learning experiences for all of our pupils. Additional programmes and enrichment activities are only part of the provision - it is the Quality First Teaching (QFT), every day, within the classroom, that is most important. We believe that effective provision for MAGT pupils is one facet of effective provision for all pupils within our school.

In considering the curriculum for MAGT children, three key approaches are:

- 1) Breadth - experiencing additional materials, thus providing opportunities to 'use and apply' existing skills.
- 2) Depth - asking children to delve deeper into a given subject or topic. It may come as a result of working closely on one text/problem/artefact or by introducing additional knowledge, skills or concepts.
- 3) Enrichment - this may involve a project or topic which is unrelated to the core planned curriculum. At George Fentham, MAGT pupils have opportunities to attend collaborative enrichment workshops in order to work alongside other MAGT pupils from different schools. Pupils also have extra-curricular sporting and music opportunities.

As part of Quality First Teaching (QFT), staff at George Fentham adopt a combination of the following classroom strategies:

- Open-ended and higher-ordering questioning (linked to Blooms Taxonomy)
- Problem solving and enquiry-based activities
- Independent work and self-study
- Leadership opportunities
- Paired and group work - mixed ability and similar ability
- Transfer of knowledge across disciplines
- Differentiation within subjects (outcome, task, resources, support, pace or content)
- Having an appropriate starting point, and being encouraged to move on to more demanding tasks
- Assessment for learning - involving pupils in setting goals and assessing their own learning
- Differentiated/extended homework
- Planning for preferred learning styles
- Use of a range of classroom resources, for example multi-media equipment and software, artefacts, books, photographs, art materials, musical instruments, sports equipment and learning tools.

We encourage parents to take an active part in their child's development and offer:

- guidance and advice, including signposting
- encouragement and sharing of views
- parent/teacher consultation evenings to discuss provision and progress

### **Monitoring**

Once a child has been identified and their details have been added to the register, their abilities will be continuously monitored. Inclusion on the register is a flexible process which reflects the current needs of individual pupils. As with the SEND register, pupils may move on and off as their circumstances change.

The progress of MAGT pupils will be monitored by:

- Teacher assessment
- The Inclusion Coordinator
- Subject coordinators
- The school LMT
- Parent consultation evenings

### **Leadership**

The Inclusion Leader will

- Regularly update the MAGT register
- Work with collaborative schools to develop enrichment and extension opportunities for MAGT pupils, which are appropriate to their needs
- Support class teachers to identify and support MAGT pupils
- Meet with parents to discuss pupils, upon request

The Headteacher will

- Work closely with the Inclusion Leader to monitor the day-to-day management of the provision for MAGT children.
- Ensure the Governing Body is fully informed of the MAGT policy, developments and procedures.

### **Supporting documents**

- DCSF 'Identifying gifted and talented learners' 2008
- DCSF 'Effective provision for gifted and talented children in primary education' 2008
- NACE guidance - National Association for Gifted Children
- The Key for School Leaders
- Solihull SIAS 'Effective Provision for Gifted and Talented Pupils: Guidance for Solihull Schools' 2009

- Potential Plus UK guidance
- Primary Guidelines for Gifted and More Able Children (REACH - Solihull MBC)

Mrs R Morris

March 2020