

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

Signed and Dated
Chair of Governors
Headteacher

DEFINITION

The Department for Children, Schools and Families... DCSF (2008) defined the Most Able, Gifted and Talented group of pupils 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).

Most recently Ofsted has been using the term 'most able' instead of 'gifted and talented'. 14 Mar 2017

Gifted and talented children are those who have one or more attributes/abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). The term gifted and talented **is not** to be understood as referring to the most able of the national population. The term is relative and refers to the top 5-10% of our school.

The term **'gifted'** refers to those pupils who are capable of excelling in academic subject such as English, Science and History. **'Talented'** refers to those pupils who may excel in areas requiring visio-spatial or practical skills such as games/PE, drama or art.

Which students will Ofsted count as 'most able' and 'high attainers'? **There is no national definition of 'most able' pupils.** We rely advice on using scaled scores to define 'most able' pupils, and also link to information on prior attainment bands.

Ratified by Governors on:	26.9.2016
Reviewed by co-ordinator in:	September 2020
Equality and Safeguarding statements added in:	June 2018
Reviewed by Staff in:	September 2020
Changed to Most Able, Gifted and Talented in:	June 2018
To be reviewed by co-ordinator:	September 2021
To be reviewed by Staff in:	September 2021
School co-ordinator for MAG&T and Inclusion is:	Mrs S McAtear
MAG&T and Inclusion appointed Governor is:	Mrs Kitty Edwards

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

The Committee responsible for maintaining, monitoring and evaluating the implementation of this policy is:	Curriculum and Standards
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At Bredenbury Primary School we have adopted the following definitions:

- 'Most able' means those who show an exceptional ability. This might be in a curriculum area such as English, Mathematics, Music, Art or Sport. These students possess a general academic learning ability that is significantly greater than that of most of their peers.
- 'Gifted' refers to those pupils who are capable of excelling in academic subjects such as English, Mathematics, Science and History.
- 'Talented' refers to those pupils who may excel in areas requiring visio-spatial and practical skills such as games and PE, drama or art.

Just as there are children who have learning difficulties and need a particular type of support in order to reach their full potential, so there are also more able, gifted and talented children who also need help to achieve their potential.

EQUALITY STATEMENT

At Bredenbury Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

At Bredenbury Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us

Ofsted cites a report on 'Educating the highly able' published by the Sutton Trust in 2012 which refers to how: 'Ensuring that the brightest pupils fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.'

AIMS

At Bredenbury School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal

Bredenbury Primary School

MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY

Updated: June 2018

achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as **Most Able Gifted and Talented' (MAG&T)** according to national guidelines.

At Bredenbury Primary School we recognise that MAG&T children have special needs. We strive to:

1. provide appropriately for the holistic development of the child – socially, intellectually and physically;
2. provide teaching which makes learning challenging and enjoyable, allowing all children to be motivated and achieve their full potential;
3. provide opportunities for children to develop specific skills and abilities;
4. provide opportunities, where appropriate, for children to work at higher cognitive levels.

In order for MAG&T to receive a uniform approach, it is necessary for all staff to be aware of this policy and to act upon it.

OBJECTIVES

At Bredenbury School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as MAG&T according to national guidelines.

GUIDELINES

1. A register of the MAG&T pupils is kept by the Inclusion Co-ordinator.
2. At Bredenbury School we use a range of strategies to identify more able and very able children.
3. The identification process is on-going and begins when the child joins our school.
4. Each child's pre-school record gives some details of their achievements and interests in particular areas.

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

5. Discussions with parents and carers enable us to add further details to these records.
6. Children undergo teacher assessments within the first few weeks of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning.
7. We discuss each child's assessment information with the parent, and use this information when planning for individual needs. The Foundation Stage Profile is an on-going assessment through the Foundation Stage.
8. As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
9. We identify them as MAG&T children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
10. The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5.
11. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.
12. Teachers discuss the children's progress with parents at the termly consultation evenings in the Autumn and Spring terms, and report annually on each child's progress in July.
13. Children may, following discussion with other staff and parents, work with the year group/class above. This would be on an agreed basis and not a permanent arrangement.
14. Where possible, links with Queen Elizabeth Humanities College and other primary and high schools will be made, in order to provide opportunities for Y6 pupils to extend their learning.

Aptitudes in English and Mathematics

Most Able, Gifted and Talented children in **English** are identified when they:

1. demonstrate high levels of fluency and originality in their conversation;
2. use research skills effectively to synthesise information;
3. enjoy reading and respond to a range of texts at an advanced level;

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

4. use a wide vocabulary and enjoy working with words both orally and in written work;
5. written work displays a high level of skill and creativity;
6. possess a creative and productive mind and use advanced skills when engaged in discussion.

Most Able, Gifted and Talented children in **Mathematics** are identified when they:

1. explore a range of strategies for solving a problem;
2. are naturally curious when working with numbers and investigating problems;
3. see solutions quickly without needing to try a range of options;
4. look beyond the question in order to hypothesise and explain;
5. work flexibly and establish their own strategies;
6. enjoy manipulating numbers in a variety of ways.

Teaching and learning styles

Teachers in our school, plan carefully to meet the learning needs of all our children. We give all children the opportunity 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:

1. a common activity that allows the children to respond at their own level;
2. an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
3. an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
4. the opportunity for children to progress through work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school.

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

1. Each strategy supports all children in their learning, but gives due regard to the Gifted and Talented learner.
2. Layered targets for English and Mathematics are set each term throughout the school.
3. Teachers regularly review the progress of children. This enables teachers to plan work that reflects the band of ability in each group.
4. 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 at the level of individual children.
5. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

ENTITLEMENT OF PROVISION

Most Able, Gifted and Talented (MAG&T) pupils are entitled to a curriculum and a style of teaching which allows them to continue, and indeed accelerate, their area of strength. This is underpinned by the following key principles:

1. **Rigour and depth in subject matter** – MAG&T learners should have the opportunity to access a wider curriculum to a greater depth and have the chance to explore it for themselves.
2. **Open-endedness** – closed questions and tasks kill the level of challenge. MAG&T learners should be given the tasks that do not have a clear limit or predetermined outcome. This can apply to homework also.
3. **Problem-solving** – MAG&T learners are often excited and enthused by problem solving, working out things for themselves rather than being told them.
4. **Creativity** – allow children the chance to choose (and justify this choice) how they respond to a task or to have tasks that demand a high degree of creativity.
5. **Celebrating intellectual curiosity** – classrooms should all celebrate ‘the geek, the nerd or the brainbox’ and teachers should not be shy in acknowledging, nurturing and celebrating excellence.
6. **Co-construction and independence** – MAG&T learners should have the opportunity to shape and review their own learning and be given the responsibility to learn for themselves.

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

It is believed that all pupils will in fact benefit from adherence to these principles and that over time more pupils will have the opportunity to be considered to be MAG&T as a consequence.

ROLES AND RESPONSIBILITIES

The class teacher's responsibility is:

To look for chances to widen the learning activities through the:

1. opportunities they provide in their planning;
2. providing an active curriculum;
3. providing a creative curriculum;
4. providing an exciting room where children want to be e.g. interesting;
5. writing areas/role play areas, interactive displays, etc.;
6. encouraging pupils to take risks, to play with ideas, and to see failure as a learning experience;
7. nurturing the able, as they would the least able, both academically and emotionally;
8. helping pupils to set their own goals for improvement;
9. monitoring the performance of the most able;
10. providing rigorous and constructive feedback, as often as possible, on pupil's work through evaluative marking;
11. seeking help from colleagues who might be experienced in this area;
12. liaising with parents.

The Headteacher's responsibility is:

1. supporting the staff in their identification and monitoring of more able and very able pupils;
2. acting as an advocate for the more able and very able pupils;
3. keeping a School Register of more able and very able pupils and updating it as necessary;
4. sharing information with staff and contributing to CPD (continuing professional development);
5. contributing to whole school policy making, self-evaluation and resource allocation;
7. liaising with the governors and members of the community;

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

8. encouraging the development of suitable in-house extra-curricular activities for the children;
9. making use of external support.

The Headteacher, co-ordinates the provision and practice within the school for more able and very able children but may discharge this duty to the SENCO/Inclusion coordinator.

The responsibility of the Inclusion Co-ordinator is:

1. ensuring that the Most Able, Gifted and Talented Register is up to date;
2. monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
3. monitoring the work being undertaken by pupils in lessons to ensure that gifted and talented pupils are being adequately challenged
4. regularly reviewing the teaching arrangements for more able and very able children;
5. monitoring the progress of more able and very able children through termly discussions with teachers;
6. supporting staff in the identification of more able and very able children;
7. providing advice and support to staff on teaching and learning strategies for more able and very able children;
8. liaising with parents, governors and LA officers on issues related to more able and very able children;
9. purchasing appropriate resources.

The responsibility of the Governors' is:

1. ensuring that a named governor has responsibility for G & T pupils;
2. ensuring that the school meets its statutory responsibilities towards MAG&T learners;
3. undertaking visits to monitor and evaluate the MAG&T Provision.

MONITORING AND EVALUATING

Bredenbury Primary School

MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY

Updated: June 2018

1. The Inclusion Co-ordinator monitors this policy on a regular basis.
2. Regular reports are given to the governing body.
3. The monitoring includes feedback from parents and children.
4. Regular classroom observations of teaching and learning.
5. Termly evaluations of children's written work.
6. The co-ordinator collects samples of work from the MAG&T children, in order to demonstrate the standards that they are achieving.
7. We use these examples to inform the process of identification of Gifted and Talented children.

SAFEGUARDING

The curriculum deals with safeguarding in two ways:

1. Firstly, the curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.
2. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology.

Bredenbury Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all teachers will consider the opportunities that exist in their classroom and teaching for addressing aspects of Safeguarding.

CONCLUSION

All children have needs that are unique to their individual development and have an entitlement to receive our assistance in achieving their potential. Most Able, Gifted and talented children who are not challenged may underachieve and become disaffected. This policy will support our commitment to raise standards for all of our children.

Bredenbury Primary School
MOST ABLE, GIFTED AND TALENTED (MAG&T) POLICY
Updated: June 2018

EVALUATION

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the AG&T Coordinator, with feedback from class teachers. Results of evaluation will be discussed annually at staff meetings and shared with the Governing Body.