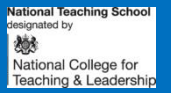
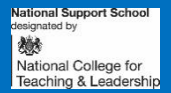


More Able, Gifted & Talented Policy

Policy Reviewed: September 2020

Future Review: September 2022



Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11

RATIONALE

At Woodstock CE Primary School we aim to provide the best education we can for all our pupils in a curriculum that is stimulating and challenging.

Success is achieved in close partnership with pupils, teachers, parents, carers and other members of the community. All children in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we 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 'more able', 'gifted' and 'talented' (MAGT) according to national guidelines.

Through this policy we aim to:

- Create a school atmosphere where learning takes place for all
- Celebrate success in all areas of learning
- Ensure that we recognise and support the needs of our pupils
- Enable pupils to develop to their full potential
- Ensure that we challenge and extend the children through the work that we set
- Encourage pupils to think and work independently

DEFINITION

At Woodstock CE Primary School we identify More Able, Gifted and Talented (MAGT) learners as 'children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'

Our MAGT children are a diverse group and their range of attainment can vary. Some achieve well academically, others may demonstrate leadership qualities, high level practical skills or a capacity for creative thought. It is important to recognise that not all MAGT learners are obvious achievers. We ensure rigorous monitoring of children's progress and individual achievement is in place to eliminate and prevent any potential underachievement which could possibly lead to frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Any other underachievement could relate to a specific learning difficulty/disability that may obscure or eclipse a child's gifts or talents. To enable all children to fulfil their potential, it is vital to give everyone the opportunity to excel. So a desired 'mix' of pupils is identified using a 'master' and 'shadow' register.

ROLES & RESPONSIBILITIES

Headteacher:

To lead the school in the role of celebrating the achievement of all students, as well as those who are MAGT
To liaise with the MAGT Co-ordinators

MAGT Co-ordinators:

- To attend local meetings and conferences where possible
- To generate a More Able, Gifted and Talented cohort register and make this available to all staff
- To review the register, maintain a shadow register and oversee the monitoring of and interventions for underachieving MAGT students
- To audit, research and purchase suitable MAGT resources
- To seek opportunities beyond the school to develop MAGT learners
- To inform staff of any MAGT issues
- To be available to discuss development plans with colleagues
- To monitor and evaluate all aspects of the More Able, Gifted and Talented provision within the school

All Teachers:

- To access the More Able, Gifted and Talented cohort registers and to know which pupils in each class fall into this group
- To understand the process of making a MAGT pupil referral and contribute to these nominations
- To offer teaching and learning strategies which challenge the More Able, Gifted and Talented pupils and are in-line with the National Curriculum and the school's long-term plans.

IDENTIFICATION

Identification of More Able, Gifted and Talented pupils forms an essential part in ensuring that the curriculum meets the needs of all children and should take into account:

- The full range of abilities (academic and creative ability) and intelligences including those with subject-specific strength
- Teacher observation and assessment, based on agreed criteria such as generic and subject checklists
- Potential as well as proven achievement
- National Curriculum attainment
- Standardised test scores e.g. Cognitive Attainment Tests, Fisher Family Trust data
- The views of a wide range of adults, including teachers, support staff, parents, community workers, team coaches
- Relevant information from previous educational providers
- Involvement and achievement in school, County, National competitions
- Achievements in extra-curricular activities
- Nomination by external agency, peer group or parent

IDENTIFICATION CHECKLIST

Using a checklist to aid the identification process should be used with caution. MAGT pupils will not necessarily fit these expectations however, with quality and breadth of provision, there may reasonably be the expectation that the potential of some pupils remains unlocked or untapped. The presence of such individuals and groups will always be anticipated. This will be particularly the case for gifted and talented learners who also have one or more special needs.

Gifts and talents are often overlooked or go unrecognised when they lie outside the standard academic curriculum (for example in less common or popular areas of sport, or in certain aspects of dance and music). Similarly, the nature of the curriculum and the way young people perceive it can prevent them engaging fully with the curriculum and revealing their gifts and talents to their teachers (and themselves). It is therefore reasonable to suggest some More Able, Gifted and Talented pupils may also be identified by the following characteristics, which may be indicators that a pupil's needs are not being met.

MAIN & SHADOW REGISTER

Following an accepted referral application, identified children are placed on 1 of 2 registers – the main register for More Able, Gifted and Talented children which covers children identified as more or exceptionally able or talented, and the shadow register which covers children identified as able/talented or even above the national cohort average. A Personalised Provision Plan (PPP) may be created for the pupil; their progress against individual targets will be monitored regularly; and these will be reviewed in-line with the existing reporting system. The parents of children placed on the main register will be invited to attend review meetings to discuss and share information about MAGT provision for their child, including sharing information from the Personalised Provision Plan (PPP), but the parents of children on the shadow register will not be informed. The shadow register serves as a tool where children of above average abilities will be monitored to check they are making progress to their full potential. The parents of any child who is consistently not fulfilling their potential, whether or not they are on any of the above registers will be invited in to school to talk with the class teacher as to the best way of supporting them and getting their learning back on track.

MONITORING MAGT PUPILS

Rigorous tracking processes are in place to ensure all pupils' progress is closely monitored to ensure that they all at least meet or exceed their age related expectation. Tracking pupil progress enables teachers and senior leaders to monitor the progress individuals make, identify any required interventions needed, whether it be for a child who requires greater challenge or a child who requires additional support.

MAGT CHECKLIST FOR PLANNING AND EVALUATING EFFECTIVE PROVISION & LEARNING OPPORTUNITIES

The most important provision, in any organisational context, is effective classroom teaching and learning. Good teaching and learning for very able, gifted and talented pupils has the essential characteristics of good teaching for any pupil, but is characterised by planning more creatively, using more demanding resources, teaching pupils deliberately how to engage fully with the subject and creating a classroom climate in which pupils are motivated to learn.

PLANNING FOR PROVISION

The majority of provision for More Able, Gifted and Talented pupils will be organised and provided by the class teacher as part of their normal differentiation of work to respond to their pupils' diverse needs.

Extension activities, within lessons, will enable children to:

- Focus on higher order skills
- Access resources from later key stages or higher levels of study
- Extend the breadth of study within the subject
- Utilise the full range of available technologies

Effective provision should ensure that children develop:

- The skills to become independent learners through building their learning power so that they are reflective, reciprocal, resilient and resourceful learners
- Creative thinking
- Problem solving techniques and higher order thinking skills
- Effective practices, such as learning how to collaborate with others
- An enjoyment of learning
- Their PLTS (personal learning and thinking skills)

Individual provision is identified on Individual Pupil Profiles that are written for every identified pupil.

Enrichment activities will be provided to offer broader learning opportunities beyond the normal curriculum and to utilise the skills and expertise of others both within and outside the school community. Access to extra-curricular activities will enable pupils to:

- Engage in work which draws on the content of different subjects
- Gain opportunities to work with similarly Able, Gifted and Talented pupils

Effective provision should ensure that pupils develop:

- Resilience
- Resourcefulness
- Reciprocity
- A reflective approach to learning
- An enjoyment of learning
- Personal Learning and Thinking Skills
- Creative Thinking
- Curiosity

EFFECTIVENESS OF THE LEARNING ENVIRONMENT

The following checklists should be used to help teachers and others consider the effectiveness of the learning environment for More Able, Gifted and Talented pupils:

Talking about Learning

- How have you established a culture in which wrong answers are productive opportunities for learning and in which creative thinking is actively encouraged?
- How are you modelling the process of talking about how learning takes place, rather than just what is learned?
- How have you helped learners with the language needed to discuss the process of their learning?
- Have you asked gifted and talented learners what helps them to learn effectively? What have you done to ensure you respond to what you have learnt from them?
- How have you helped learners become more aware of their preferred learning styles?

Questions and Challenge

- How often do you encourage creative thinking by asking open ended questions to which there are no right answers?
- How often are learners encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute whilst learning to appreciate the provisional nature of much knowledge?
- How often do you encourage learners to ask questions of themselves, each other and other adults in the classroom?
- How are learners involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed?
- How do you ensure that examples of gifted and talented work are on display or readily available, to raise the expectations of both learners and teachers?
- How effectively are you engaging learners in recognising and responding to challenge, and taking initiative in their learning?

Planning and Resources

- How thoroughly have you checked learning activities to make sure that they offer challenges that match higher level descriptions?
- How can you facilitate the work of More Able, Gifted and Talented pupils?
- What do you want More Able, Gifted and Talented pupils to learn?
- How successful is the learning of More Able, Gifted and Talented pupils and how do you know this?
- Do you have high enough expectations of your More Able, Gifted and Talented pupils?
- Do you encourage independent learning?
- Do you vary the pace and organisation of lessons?
- How are you developing a resource collection, including lists of web resources for pupils (and staff) in classrooms, staff room or library?
- How are you making sure that resources are being used?

LEARNING OPPORTUNITIES BEYOND THE CLASSROOM

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities

WOODSTOCK CE PRIMARY SCHOOL CHECKLIST FOR MAGT IDENTIFICATION



NAME OF PUPIL:		TEACHER:	
DATE OF REVIEW:	YEAR GROUP:	CLASS:	

AREA OF MAGT:

KEY CRITERIA			TICK IF APPLICABLE
Guide of Attainment levels across core curriculum subjects: <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening • Mathematics • Science 	YEAR GROUP	EXPECTED LEVEL	
	R	Exceeding ELGs	
	Y1	Exceeding Y1 expectations	
	Y2	Exceeding Y2 expectations	
	Y3	Exceeding Y3 expectations	
	Y4	Exceeding Y4 expectations	
	Y5	Exceeding Y5 expectations	
	Y6	Exceeding Y6 expectations	

Gifted and Talented pupils are likely to demonstrate some of the following characteristics:	
Demonstrate outstanding ability and attainment maintained over time in one or more specific curriculum area including arts, sports and social and leadership skills.	
Are fascinated by, or passionate about, a particular subject or aspect of the curriculum.	
Exhibit advanced problem solving skills.	
Work in advance of their peer group.	
Have great intellectual curiosity.	
Possess superior powers of reasoning, of dealing with abstract concepts, of generalising from specific facts and ideas and of understanding complex meanings.	
Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.	
Are determined, diligent and interested in uncovering patterns.	
Guide and monitor their own thinking on task (self-regulating).	
Communicate their thoughts and ideas well.	
Show initiative and originality in intellectual work.	
Able to draw inferences, see alternative configurations and adopt alternative strategies.	
Ask questions, play with ideas, initiate projects, and invent approaches.	
Think quickly and accurately.	
Have a great interest in the nature of the world and things around.	

Please Note:

MORE ABLE	Pupils who are working towards demonstrating over and above in one or more academic subjects (Shadow Register)
GIFTED	Pupils who are considered to be demonstrating over and above in one or more academic subjects (Main Gifted Register)
TALENTED	Pupils who are considered to be over and above in one or more non-academic subjects – such as art, music, drama, sports and design. (Main Talented Register)

WOODSTOCK CE PRIMARY SCHOOL CHECKLIST FOR POTENTIAL MAGT UNDERACHIEVERS



NAME OF PUPIL:		TEACHER:	
DATE OF REVIEW:	YEAR GROUP:	CLASS:	
AREA OF MAGT:			

MAGT underachieving pupils are likely to demonstrate some of the following characteristics:	TICK IF APPLICABLE
Bored and restless / inattentive	
Low self-esteem	
Fluent orally but poor in written work	
Confused about their learning, behaviour and future development	
'Anti-school'	
Self-critical, anxious	
Disruptive	
Hostile towards authority	
Don't know how to learn academically	
Aspirations too low for aptitudes	
Does not set own goals, relying on teacher for decisions	
Poor performance in tests but asks creative, searching questions	
Thinks in abstract terms	
High level of work seen to deteriorate over time (underachieving)	
Can be creative and/or persevering when motivated	
Emotionally unstable	

WOODSTOCK CE PRIMARY SCHOOL REFERRAL FORM FOR MAGT IDENTIFICATION



NAME OF PUPIL:		TEACHER:	
DOB:	DATE OF REFERRAL:	YEAR GROUP:	CLASS:

AREA OF MAGT

MORE ABLE, GIFTED		TALENTED	
READING	WRITING	SPORT, DANCE, ART, MUSIC etc.	
MATHS	SCIENCE	DETAILS:	
SPEAKING & LISTENING	OTHER		

REASONS FOR THE REFERRAL

EVIDENCE INCLUDED: (ASSESSMENT DATA, OBSERVATION RECORDS ETC)

REFERRED BY:	EVIDENCE SEEN & CHECKED BY:
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REFERRAL ACCEPTED:	REFERRAL NOT ACCEPTED:
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DETAILS:

SIGNED BY HEADTEACHER:	DATE:
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MONITORING & REVIEW OF MAGT PROVISION

- The provision for MAGT pupils will be reviewed on a termly basis by teachers as part of their Cohort Tracking Meeting with Senior Leaders.
- The MAGT Coordinators and Senior Leaders will meet once a term to review the list and target any underachievement.

POLICY REVIEW

This policy will be reviewed every year by the Headteacher and MAGT Co-ordinators.