



**St John's Priory School
Banbury**

MORE ABLE, GIFTED & TALENTED POLICY

Applies to:

This document sets out our school's vision and aims, which underpin the development of those children identified as More Able, Gifted or Talented. It refers to the most recent versions of the Independent Schools Standards Regulations and Early Years Foundation Stage statutory framework and is supported by appropriate plans and schemes of work and other school policies.

This policy applies across our whole school community, including our Early Years (EY) setting, and extra-curricular activities inclusive of those outside of the normal school hours.

Available from:

This document is available to all interested parties on request from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The proprietors will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Michelle Jenkin, Headmistress

Date: January 2024

Giorgio Mystkowski, Proprietor

Date: January 2024

Related Policies:

Curriculum, Teaching and Learning Policy

Assessment Policy

SEND policy

AIMS AND OBJECTIVES

At St John's Priory 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** or **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

DEFINITIONS

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.

For the purpose of this policy, the following definitions apply:

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)

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 SENDCo

SENDCo:

- To generate a More Able, Gifted and Talented cohort register and make this available to all staff
- To review the register and oversee the monitoring of and interventions for underachieving MAGT students
- 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
- Liaise with Subject Coordinators and Teachers

Subject co-ordinators:

- To audit, research and purchase suitable MAGT resources
- To seek opportunities beyond the school to develop MAGT learners
- To be available to discuss development plans with colleagues

All teachers:

- To access the More Able, Gifted and Talented cohort register and to know those pupils identified as MAGT
- 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

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
- Attainment
- Assessment results
- The views of a range of adults involved with each pupil
- Relevant information from previous educational providers
- Involvement and achievement in school, County, National competitions
- Achievements in extra-curricular activities

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.

MAGT register

Following an accepted referral application, identified children are placed on the More Able, Gifted and Talented Register. 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. We will share information with parents/carers about MAGT provision for their child, including sharing information from the Personalised Provision Plan (PPP), if applicable.

Monitoring MAGT pupils

Rigorous tracking processes are in place to ensure all pupil progress is closely monitored to ensure that all MAGT children achieve of their potential. Tracking progress enables staff to monitor individual progress and identify any interventions needed, whether this be greater challenge additional support.

PROVISION AND 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/subject 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
- Their creative thinking and problem-solving techniques, and higher order thinking skills
- Effective practices, such as learning how to collaborate with others
- An enjoyment of learning and a deepening of curiosity

Enrichment activities may 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. Encouraging 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

EFFECTIVENESS OF THE LEARNING ENVIRONMENT

All staff working with MAGT pupils should consider the effectiveness of the learning environment provided:

Discovering Learning

- Is there a culture in which wrong answers are productive opportunities for learning?
- Are pupils encouraged to consider 'how' they learn, rather than just what is learned?
- Are pupils supported to understand and use the language needed to discuss the process of their learning?
- Are pupils asked what helps them to learn effectively? What has been done to respond to what say?
- How are pupils helped to become more aware of their preferred learning styles?

Extension and Challenge

- Is creative thinking encouraged by asking open ended questions to which there are no right answers?
- Are pupils encouraged to ask questions of themselves, each other and other adults in the classroom?
- Are learners involved in self-assessment and/or peer assessment?
- Are pupils encouraged to recognise and respond to challenge, and take initiative in their learning?

Planning and Resources

- Learning activities offer challenges that match higher level descriptions?
- How is the achievement of MAGT pupils reviewed in the classroom?
- Are high expectations set for More Able, Gifted and Talented pupils?
- Is independent learning encouraged?
- Is the pace and organisation of lessons varied?
- Are their suitable resources available? How are pupils encouraged to use these?

LEARNING OPPORTUNITIES BEYOND THE CLASSROOM

As a school, we ensure that all pupils benefit from the following opportunities, which are particularly apt for ensuring that all pupils are given opportunities to practice and extend their skills.

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

The provision for MAGT pupils will be reviewed on a termly basis by teachers. Teachers, Subject Coordinators and the SENDCo will meet termly to review the list and target any underachievement.



More Able, Gifted and Talented
Identification Checklist



Name:		Year Group:	
Teacher:		Date of Review:	

Area Of MAGT:			
Key Criteria	Year Group	Expected Level	Subject Code
Guide of Attainment levels across core curriculum subjects: • Reading (R) • Writing (W) • Speaking & Listening (SL) • Mathematics (M) • Science (S)	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	

MAGT pupils are likely to demonstrate some of the following characteristics:	Tick If Applicable
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	

Comments:

Notes:	
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)



**More Able, Gifted and Talented
Identification of Potential Underachievement**



Name:		Year Group	
Teacher		Date of Review	

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	

Comments:

Notes:	
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More Able, Gifted and Talented
Referral Form



Name:		Year Group	
Teacher		Date of Review	

Area Of MAGT:

More Able / Gifted		Talented (Sport, Dance, Art, Music, etc)
Reading	Maths	Details:
Writing	Science	
Speaking and Listening	Other	

Reasons for the referral:

Evidence included: (assessment data, observation records etc)

Referred by:	Evidence seen and reviewed by:

Referral accepted	Referral not accepted
Details:	

Signed by Headmistress:	Date:

Notes:	
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