



## **Rush Common School Professional Practice Document for More Able, Gifted and Talented (MAGT) Pupils**

### **1) MAGT pupils**

- 'Gifted', pupils are those who have a broad range of achievement at a level well above average, typically in the more academic subjects.
- 'Talented' pupils are those who excel in one or more specific fields, typically those that call for performance skills, such as sport or music.
- The gifted and talented are a diverse group and their range of attainment will be varied. Some achieve well academically, others may demonstrate leadership qualities, high level practical skills or a capacity for creative thought.

### **2) Identification**

- We use a range of strategies to identify more able, gifted and talented children. The identification process is on-going, and begins when the child joins our school.
- The school has chosen to adopt the following procedures to identify the more able, gifted and talented cohort:
  - Analysis of whole school assessment data as part of the school assessment cycle (pupils achieving at a higher level than expected for their age).
  - Monitoring individual pupil rates of progress over time.
  - Teacher identification supported by observation.
  - Discussion with colleagues.
- The names of pupils identified as being More Able, Gifted and Talented will be recorded on a register. The register will be maintained for the purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. The register will be reviewed at the schools devised assessment points during the year.
- When a member of staff wishes to refer a child for inclusion on the MAGT register, they will complete an online form with the details of their recommendation. These will be reviewed by SLT and the MAGT co-ordinator once per term (three times per year).
- An identified pupil will not necessarily remain on the list for the duration of their time in school. If they do not continue to outperform their peers, they will be removed from the register.

- Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

### **3) Identification and strategies for underachievers:**

- It is important to recognise that not all gifted and talented learners are obvious achievers. Many actually underachieve and their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. To enable these children and young people to fulfil their potential, it is vital to give everyone the opportunity to excel.
- The MAGT co-ordinator will share ways of identifying underachievers and staff will consider whether any of their pupils meet the criteria at Staff Meetings three time per year.

### **4) Assessment**

- The progress of identified pupils will be monitored using the whole school assessment procedures (see assessment policy).

### **5) Pupil and parent involvement**

- Parents will be informed if their child has been entered onto the MAGT register via a letter from the MAGT coordinator.

### **6) Provision**

- Good teaching and learning for MAGT pupils has the essential characteristics of good teaching for any student, but is characterised by planning more creatively, using more demanding resources, teaching students deliberately how to engage fully with the subject and creating a classroom climate in which students are motivated to learn.
- The majority of provision for Able, Gifted and Talented students will be organised and provided by the class teacher as part of their normal differentiation of work to respond to their students' diverse needs. Provision will be made within the classroom in the following ways:
  - Differentiated learning activities which offer opportunities to extend and challenge, broaden and deepen pupils' understanding.
  - Units that allow for differentiation by pace, outcome, task, resource, or support and are accompanied by appropriate resources.
  - Questioning will extend pupils' thinking, challenge and understanding.
  - Pupils will be expected to ask challenging questions of the teacher and each other.
  - Opportunities to take responsibility for the organisation of their work and show imagination in the chosen style of presentation.
  - Opportunities to critically analyse their own work via self-evaluation, reflect on their own learning through discussions and to set targets for improvement.
  - A stimulating classroom environment where display promotes learning.
  - Displays of pupils' work in high profile areas.
- Effective provision should ensure that students develop:
  - The skills to become independent learners.
  - The skill to be creative.

- Resilience.
  - Resourcefulness.
  - A reflective approach to learning.
  - An enjoyment of learning.
- 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. Examples of this include:
    - Opportunities for enrichment activities provided by outside local and national organisations.
    - Extra-curricular activities.
    - Internal and external competitions.
    - Visiting speakers and subject workshops to enhance the learning experiences of pupils.
    - Materials in the library and internet resources for gifted and talented pupils.
    - Celebration of special abilities, talents and achievements, such as music, art and sport, through assemblies, presentations and displays.
    - Activity days / weeks, e.g. Enterprise Project, Arts Week, Maths day, Ambitions Day etc.

## 7) Transition

- On transition, to another class in school or to another school, we will ensure that information on identification; assessment and individual attainment and achievement will be recorded and shared. This will ensure continuity and progression in curriculum provision.

## 8) Review of this PPD

The Senior Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team November 2018

Signed: *Jacquie Stevenson*

Headteacher

Next Review Date: November 2021