



PHOENIX

PRIMARY SCHOOL

More Able, Gifted and Talented Child Policy

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Next review:	September 2026

At Phoenix Primary , we are committed to supporting our pupils to achieve high academic standards and develop their talents. We treat our pupils as individuals and get to know them so we are able to develop their confidence and personalities and achieve the best they can.

Our school values all children equally and endeavours to ensure that each child have the opportunity to achieve in an environment that provides support and challenge.

Aims

- To ensure that children continue to develop their potential irrespective of race, gender, culture, religion or ability.
- To provide challenging and engaging academic education
- To encourage and promote high standards of achievement beyond the academic aspect
- To further develop values, attitudes and leadership skills

Definitions:

More Able is the term applied to those ‘[children and young people with one or more abilities developed to a level significantly ahead of their year group \(or with the potential to develop those abilities\)](#)’. ([Identifying Gifted and Talented learners – getting started DCSF, 2008](#)).

At Phoenix Primary School we define a more able student as:

- those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- The top 5% of age related practical or creative power or other natural ability or tendency within the school.
- those who have particular strengths and abilities in art and design, music, PE or performing arts such as dance and drama.
- Dual or Multiple Exceptionalities – A child with a disability or other special educational need or additional educational need, that is also exceptionally able or genius in another area.

‘More able’ pupils refers to the expected performance of children within a particular year group that are working above expectations (working at least a year above the average of their peers in one or more academic area i.e. working within or above the next year group expectations).

Every class is differentiated to meet the needs of all children including a ‘more able’ group. This ‘more able’ group will include the one or two pupils who are identified as or more rarely ‘exceptionally able’ or ‘genius’.

A talented pupil is one who is in the top 5-10% of those with a specific ability in a non-academic area:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification:

We will aim to identify the most able pupils, wherever possible using a combination of the following:

- analysis of summative test results and formative teacher assessments
- discussions with teachers and with parents

- information from specialist teachers, e.g. sports coaches, Spanish teacher, music teacher
- performance in sports, drama, music etc
- discussions with pupils during the year and continuous observations

Identified pupils are added to the most able pupil register, which is kept by the Most Able Leader. Parents will be informed, when appropriate, that their child is most able in a particular subject and the appropriate targets will be explained.

In comparison with their peers, when engaged in their area of expertise, the most able pupils will tend to:

- Show a passion for particular subjects and seek to pursue them
- Master the rules of a domain easily and transfer their insights to new problems
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self regulation)
- Make connections between past and present learning
- Work at a level beyond that expected for their years
- Show intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in debate and discussion on a particular subject
- Produce original and creative responses to problems

Provision for the gifted and talented

There are three basic ways of meeting the needs of gifted and talented pupils, accelerated, enrichment and extension.

Accelerated consists of enabling pupils to access work typically for higher groups. This can occur through moving pupils up a year group or through simply giving them work which would usually be given to older pupils.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. At Phoenix we focus on enrichment and extension as the two main strategies for meeting the needs of gifted and talented pupils but we would also use acceleration in some cases. Opportunities for extension and enrichment are built into all our schemes of work.

Types of provision:

Class provision:

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher-level tests for assessment.
- Enrichment of learning.

School based provision, varying according to subject area and covered using a variety of methods:

- School clubs
- Enrichment opportunities
- Opportunities for performance
- Partnership with cluster schools
- Workshops with cluster schools.

Out of school provision:

- Possibilities of the provision of summer schools
- Opportunities to enter national schemes/competitions

Monitoring and Evaluating

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most able learners. They review the pupils who are on the register termly and make alterations as necessary. They liaise with parents as appropriate, on how they can support their child's learning.

Phase leaders and SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. Most able pupils are discussed at pupil progress review meetings. The Most Able Leader monitors the overall teaching and learning of the most able pupils.

MAGT Coordinator monitors this policy on a regular basis and gives feedback to the Headteacher. The policy is reviewed every 2 years.

ROLES AND 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 Coordinator

MAGT Coordinator:

- 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,
- To audit and research suitable MAGT resources
- 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
- To establish and develop effective links with receiving secondary schools or other Primary Schools and ensure the transfer of relevant information.

Teachers:

- To promote a school ethos in which success is celebrated and acknowledge a shared responsibility for MAGT pupils.
- To be aware of the different abilities of pupils in their class and support/challenge them appropriately.
- To liaise with the MAGT Leader to set individual targets.
- To keep records of attainment and progress to inform future provision.

Governors:

To ensure that the school is meeting its statutory duties in respect of more children through regular Governing Body Meetings.

Health and Safety:

The health and safety policy will be adhered to at all time. Any provision for MAGT children must adhere to

the school's health and safety policy.