



# Thorpepark Academy

## MAGT Policy



1	Summary	MAGT policy			
2	Responsible person	Tracey Johnson			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	Governors			
7	Approved by and date	August 23 - Governors			
8	Version number	3			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



## Contents

1. Introduction
2. Aims and Objectives
3. Definitions
4. Identification of More Able, Gifted and talented Children (MAGT)
5. Registers
6. Teaching and Learning Style
7. Management Strategies

### **1. Introduction**

In our 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 'more able', 'gifted' and 'talented' according to national guidelines.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

At Thorpepark Academy we value the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able children.

### **2. Aims and objectives**

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to master specific skills or talents and encourage parents to foster them;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

### **3. Definitions**

Within our school we understand and agree as a staff the following definitions:

#### **More-Able Children**

These are children whose attainment is well above average for their year group. This may be in one academic subject or a range. The DfES refers specifically to English, Maths, Science, RE, ICT, History and Geography

#### **Gifted and Talented Children**



These are children who demonstrate ***skill, ingenuity or ways of thinking*** that are ***markedly advanced*** for their year group within the school. Again, this may be in one area or more. The DfES refers specifically to Music, Art and Design, DT, PE, PSHE and MFL. Talents are difficult to measure but typically this is a child who displays a very distinctive flair for a particular subject.

#### **4. Identification of More Able, Gifted and Talented Children (MAGT)**

We use a range of strategies to identify MAGT. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Letters to and discussions with parents and carers enable us to add further details to these records and parents.

The Foundation Stage Profiles give information about our pupils developing skills and aptitudes across several areas of learning when they join the Foundation Stage. These are discussed with parents and used to plan for individual needs.

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. We identify them as MAGT when they achieve high levels of attainment across the curriculum, or, in particular, skills or aspects of subjects. Where these skills are measurable, we assess them as working at greater depth.

The children undertake National tests in Year 2 and Year 6 and all year groups keep rigorous assessment records which are evidenced for Reading, Writing, Mathematics, Science and SPAG. Teachers also make regular assessments of each child's progress in other subjects of the National Curriculum against National expectations. We compare the information from these tests with National and LA data, in order to ensure that each child is making appropriate progress.

Each teacher reviews each child's progress half-termly. They discuss this information with parents at the termly consultation evenings, and report annually on each child's progress in July. Children working at or on track for Greater Depth will be assessed as GDS.

Identification of the gifted and talented in non-academic areas occurs through recognition by teachers, specialist peripatetic staff (e.g. for music), visitors (e.g. sports coaches, drama specialists), parents and, occasionally, pupils.

Sometimes a more able child is considered to be under-achieving. This can be for a variety of reasons, including peer pressure, boredom, personality, family background and gender. We would be failing in our duty if we did not take steps to combat this. If a teacher suspects that an able pupil is under-achieving, he/she refers that pupil to the More Able, Gifted and Talented co-ordinator. Discussion takes place between the co-ordinator, the teacher, the pupil and the parents in order to find ways to motivate the pupil to achieve his/her potential.

#### **5. Registers**

The school keeps an up to date register of more able pupils from Foundation Stage right up to Year 6. This register sets out the areas where the child is more able, gifted or talented. These registers are reviewed annually but are constantly updated by the teacher when the need arises.



## **6. Teaching and Learning Style**

Teachers in our school plan carefully to meet the learning needs of all our children. Teachers' planning identifies differentiation for all learners and will include a variety of activities, such as:

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

We try to offer a range of extra-curricular activities for our children. These activities offer MAGT the opportunity to further extend their learning. Opportunities include sporting, musical, ICT and artistic clubs. We are committed to partnership working and regularly enrich our pupils' curriculum by forging links with community groups, who can offer our pupils a wealth of knowledge and expertise. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

## **7. Management Strategies**

The MAGT co-ordinator is responsible for the provision and practice within the school for MAGT. The co-ordinator's role includes:

- ensuring that the MAGT register is up to date
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by MAGT across all curriculum areas (as do subject co-ordinators)
- regularly reviewing the teaching arrangements for MAGT
- monitoring the progress of MAGT through termly discussions with teachers and phase leaders
- supporting staff in the identification of more able, gifted and talented children
- Liaising with subject co-ordinators to monitor progress in particular areas
- providing advice and support to staff on teaching and learning strategies for MAGT
- liaising with parents, governors and LEA officers on issues related to MAGT

The MAGT co-ordinator monitors this policy on a regular basis.

### **Cross references**

- SEN policy
- All Subject policies
- Assessment policy

