



# **Alderman Peel High School**

## **Policy for Most Able, Gifted and Talented Students**

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# **Rationale**

At Alderman Peel High 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 students 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 students. 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 students in our school who have been identified as 'Most 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 students
- enable students to develop to their full potential
- ensure that we challenge and extend the students through the work that we set
- encourage students to think and work independently

# Definitions

'Most Able, Gifted and Talented' describes students with one or more abilities developed to a level significantly ahead of the year group, (or with the potential to develop these abilities).

- **'Most Able'** a small proportion of pupils are 'more able', achieving high levels of attainment across the curriculum, or in particular skills or aspects of subjects
- **'Gifted'** learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE
- **'Talented'** learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'Most Able, Gifted and Talented' is not to be understood as referring to the most able students in the national population. It is relevant to a specific cohort or class of pupils.

"Pupils who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum than that appropriate for the large majority" (DfES, 2002)

Within our school we recognise that most able, gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are most able, gifted and talented do not always show their ability. Such pupils are most able, gifted and talented even though their abilities may be hidden or remain as potential.

# **Identification**

Most able, gifted and talented students are identified by making a judgment based on an analysis of various sources of information including:

- Test scores (end of key stage levels)
- Current level of performance (CLOP)
- Teacher nomination (based on classroom observation, curriculum assessment, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages
- Creativity tests
- Checklists
- Information from previous schools

At Alderman Peel, each subject has an MAGT register. There are also two whole school MAGT registers, the first being a 'main school' register consisting of students who;

- Have been identified as most able, gifted and talented in three or more subjects
- Scored in the upper quartile (10%) of the Fischer Family Trust data
- Has at least one area of ability which requires additional support

The second register is a most able, gifted and talented 'shadow register' and will consist of students who have been;

- Identified as most able, gifted and talented in one or two subjects
- Nominated by their parents or guardians and confirmed by subject teacher
- Identified in one of the areas above during their time at APHS

The above information is collated by the MAGT co-ordinator and the data manager and is made available to all relevant staff. The MAGT register is regularly reviewed and updated.

<b>Positive Characteristics of a MAGT student</b>	<b>Less Positive Characteristics of a MAGT student</b>
Extremely wide general knowledge	Poor communicator/selective friendships
Ability to speak at length	Daydreamer
Dedication, Focus, Curious & Inquisitive	Loner/reference to work on own rather than as a team
Lateral thinking	Potentially arrogant
Ability to ask probing questions	Possible Behavioural issues

Ability to find different ways of doing a task	
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## **Provision/Organisation**

Provision will be made for the necessary liaison between co-ordinator, staff, pupils, mentors and parents. The roles and responsibilities of the MAGT co-ordinator is to:

- Liaise with Directors of Learning, Subject Coordinator's, Key Stage Managers, and Cluster G&T coordinators.
- Contact parents and keep them informed of opportunities and progress
- Create and maintain Personalised Provision Plans (PPP's)
- Maintain the MAGT register
- Work with all parties to decide the strategies to be used to maximise learning and development
- Support departments to plan their MAGT provision

### **Classroom Strategies**

- Problem-solving and enquiry tasks
- Open ended tasks with no correct answer
- Bloom's higher order thinking (analysis, synthesis and evaluation)
- Grouping arrangements; Departments and individual teachers should use informed discretion to decide grouping arrangements within their subjects. The key question for grouping students is this: Are the arrangements we have got challenging our most able students?
- The provision of opportunities for gifted and talented pupils to work with students of similar ability.
- Mentoring and additional provision for students of exceptional ability.
- The provision of enrichment/extension activities and tasks..
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Accelerated learning; sitting an exam early.

### **Out of class activities**

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

### **Assessment and monitoring**

Once identified the students name will be entered onto an MAGT register, which notes their particular abilities and targets. A Personalised Provision Plan may be created for the student and their progress against individual targets will be monitored regularly and will be reviewed in line with the existing reporting system.

## **Structures**

Good Practice and the ideas put forward in this policy will be embedded in practice through setting up the following structures:

### **The Most Able, Gifted & Talented Co-ordinator**

The Most Able, Gifted & Talented Co-ordinator at Alderman Peel High School is currently Shane Brett and this role includes:

- Managing enrichment strategies outside the normal school curriculum.
- Co-ordinating the work undertaken by departments
- Monitoring the education of able, gifted and talented students
- Maintaining an overview
- Monitoring the treatment of able, gifted and talented students
- Provide staff training and updates

### **The Role of the Faculty/Class teachers**

Faculties and class teachers should aim to motivate and challenge able, gifted and talented students:

- Draw up a short list of criteria for identification of most able, gifted and talented students within their subject (s) /classes.
- Contribute to the identification process via Heads of Department, Senior Leadership Team and SENCO and referring to the register of able, gifted and talented students
- Develop extension work in terms of a change of quality (NOT more of the same). These tasks should ensure sufficient challenge.
- Adopt a proactive approach to classroom grouping arrangements
- Exercise professional discretion to ensure that assessment information is used to inform planning
- Consider ways of enhancing the curriculum in subject-specific ways
- Responsibility to provide necessary provision in own subject/faculty and not the responsibility of the MAGT coordinator
- Organise at least 1 MAGT event for their faculty/subject per academic year. The event should be discussed and organised in conjunction with the MAGT coordinator and placed on the school calendar.