



# **MORE ABLE, GIFTED AND TALENTED POLICY 2021-2023**



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Policy Renewal: October 2023

Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

At Greenbank High School we believe that all students are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment. Greenbank is externally accredited for its provision and outcomes in this area through the NACE (National Able Children in Education) Challenge Award.

All students have individual needs, making personalised learning a priority in our teaching and learning.

## Aims

Our aim is to provide the best provision for MAGT students within every subject area. We aim to create a stimulating learning environment inside and outside of the classroom to ensure MAGT students have multiple opportunities to fulfil their potential and maximise their progress. This will be achieved by offering activities that extend and enrich their learning and promote high attainment and good progress. Where appropriate, students will move through their learning at a faster rate than their peers; at other times their understanding will be developed further than their peers.

## Objectives

- To ensure the identification of MAGT students in individual subject areas and in areas outside of academic work.
- To ensure MAGT students reach their potential in academic and non-academic areas.
- To offer MAGT students opportunities to explore more demanding work in and out of the classroom e.g. higher knowledge, abstract concepts, communication skills, mathematical skills and thinking skills including problem solving.
- To encourage independence and creativity in students in developing their own broad range of learning styles.
- To develop a consistent approach from all members of staff towards provision for MAGT students.
- To ensure MAGT students pastoral needs are supported.

## Identification Criteria

Students who have joined Greenbank in Year 7 who have achieved a Reading and Writing SATS KS2 average score of 110.00 are categorised as being More Able and will be placed on The Primary MAGT Register. These students are working two or more sub levels beyond the year average. Greenbank expects these students to make exceptional progress by Year 11 achieving Grade 8/9 in their GCSE subjects. These students will be tracked and monitored as an identified cohort through years 7-11. Due to Covid and pupils not taking KS2 SATS, the school has used a wider range of assessment criteria to decide if a child is More Able since 2020.

In addition to this register, teachers can also nominate students to be added to the Secondary MAGT Register. Specific subject criteria should be used to ensure consistency. These students will be classified as MAGT in the specific subject area they have been identified MAGT in e.g. Students who demonstrate musical, artistic or dramatic talent, advanced physical capabilities, advanced organizational skills or advanced leadership skills may be identified as More Able, Gifted and Talented.

Parents can nominate their daughter if they perform or compete at a high level outside school e.g. If they play netball for the North West.

Students can nominate their peers through communication with the Leading Teacher for MAGT, Mrs C. Crowther, who would make the decision based on the evidence provided.

Greenbank High School actively seeks to identify Exceptionally Able, Gifted and Talented students (top 2% of students nationally). An Exceptional Educational Plan will be produced to take account of the students exceptional needs, and the provision of an individual pathway. This will include recommendation for teaching and learning strategies. Please see Mrs C. Crowther or Mr Burton, Deputy Headteacher if you have an Exceptionally Able student in your class.

## What is the register?

At Greenbank we have a primary register of MAGT students derived from specific identification criteria (please see above). The secondary register is derived from teacher, parental and student nomination.

Both registers represent the students who shine/excel in various subject areas. They are students who stand out from the rest of the class/year and show potential to achieve very high grades. They have a keen interest and demonstrate an excellent understanding of key concepts/theories/practices. They ask inquisitive questions and always try to enhance their learning at every opportunity.

Both registers allow subject teachers to be aware of whom the MAGT students are. Teachers will be expected to monitor their individual progress ensuring they reach or exceed their target levels.

The register can be found on the VLE (Virtual Learning Environment) and are indicated on teachers Arbor marksheet. In the absence of SATs, CATs scores are used to identify MAGT.

#### How long do pupils stay on the register for?

Students who are on The Primary MAGT Register will continue to be on this register until the end of KS4.

If a student has been identified as MAGT on The Secondary MAGT Register, they may be removed if they no longer study the subject as part of their KS4 curriculum. Students who compete or perform at a high level outside of school will remain on The Secondary Register irrespective of whether they study that particular subject at GCSE level, for example, competing for Merseyside in Hockey. This allows us to help support the individual with funding for various competitions or trips they may be entered in.

Greenbank High School has a culture of looking for potential to achieve. Students who demonstrate outstanding work and potential during their school career at Greenbank can be identified as MAGT and added to the register at any time after consultation with the Leading Teacher for the MAGT.

#### Implementation of Policy

##### *The register*

Once identified using KS2 data, students will be placed on The Primary MAGT register. Students may be placed on The Secondary Register through teacher, parent or student nomination. This will indicate the curriculum area or areas in which the student has been identified as being MAGT. Subject teachers, tutors and parents will be informed. The register will be updated and reviewed during data collections.

##### *Banding and setting*

Full vertical sets are in place in Mathematics from Year 7. We recognise the importance of mixed ability for MAGT using EEF research and curriculum as per the benefits of the curriculum policy. Pupils are placed in Platinum or Gold bands upon entry.

##### *Subject Teachers*

Subject teachers will develop, as part of their normal planning, differentiated activities for that student and set targets as required by school policy and practice.

##### *Faculty Policies*

Each department should produce a policy for MAGT students.

## **Roles and Responsibilities**

### *Pupils*

- MAGT students take ownership of learning.
- They catch up on any teaching that has been missed due to additional opportunities, working with the teacher to ensure they make excellent progress in their learning.
- Read widely across subjects. We use the Accelerated Reader programme in Key Stage 3 to improve and monitor reading independently in partnership with parents.

- Access the VLE regularly to learn work in advance, review learning or access the wide variety of extra challenge activities available
- Use the Learning Zone including the library and ICT facilities to enhance and deepen learning opportunities.
- Take signposted opportunities and available to them, e.g. leadership ([Leadership Academy](#))
- Act on feedback given to them by staff to ensure maximum progress.
- Complete homework/controlled assessment/research to the best of their ability.

#### *Leading Teacher for MAGT (Mrs C Crowther)*

- Be the advocate for MAGT students within school.
- Maintain an overview of the MAGT students within the school. Collate information about the number of students on the register. Use data from the academic tutoring process to assess the progress of the students.
- Keep up to date with research on teaching and learning strategies for the More Able and disseminate to staff and pupils.
- Ensure that the MAGT register is available to all staff.
- Promote, support the emotional well-being of all MAGT students.
- Provide subject leaders with details of MAGT students in their subject.
- Provide Heads of Year and Form Tutors with details of the register for academic tutoring.
- Prepare an self-evaluation statement incorporating an analysis of progress of students at all Key Stages and an analysis of MAGT teaching across the school.
- Advise on the revision of the school policy especially with regard to changes in local and national conditions.
- To implement the school policy through leading a whole school focus group with representatives from each faculty. Liaise with faculties on their own policies and procedures, including subject criterion checklists.
- Monitor the progress of MAGT students, throughout the year, ensuring the implementation of strategies where there are concerns.
- Support the professional development needs of departments and individuals and help deliver resulting in-service training.
- Promote student referral among staff.
- Gather information relating to the identification of MAGT students from a variety of sources including National Curriculum Test results, Cognitive Ability Tests, the SEND department, information from feeder schools and parents. Maintain and update the MAGT register at the end of each data collection.
- Communicate with the parents of MAGT students.
- Organise enrichment activities where feasible. Encourage, support and advise faculties about providing enrichment activities.
- Promote the use of competitions, clubs and special events in tandem with the appropriate faculty.
- Update the VLE and school website with regard to MAGT.
- Liaise with other phases to ensure continuity and good communication for example, contacting feeder schools to establish MAGT pupils transferring.
- Liaise with relevant associations and other external agencies.
- Share relevant materials or initiatives with reference to any updated MAGT literature.
- Monitor and evaluate work and suggest improvements to Senior Leadership Team.
- Monitor, intervene and access support when a MAGT student is experiencing pastoral difficulties.

#### *MAGT Faculty co-ordinators*

- Create and implement a Faculty Policy for the MAGT students.
- Reflect on current practice within the faculty.
- Identify strategies, which work well and could be improved.
- Take the lead in tracking the progress of the MAGT students within the faculty (especially pupils in KS4).

- To liaise with the Leading Teacher for MAGT regarding funding/intervention for MAGT students.
- To support the collection of whole school evidence for the NACE Award.

#### *Senior Leadership team (SLT)*

- To support associated departments and year groups in implementing the policy.
- Target setting for pupils using Fisher Family Trust (FFT) top 5% of pupils nationally as a challenging benchmark.
- Termly analysis of assessment data to inform planning.
- To review and evaluate the provision for MAGT students during QA through evaluation of schemes of work, lesson observations and scrutiny of work.
- To support the professional development of staff by sharing relevant knowledge and disseminating information.
- To support appropriate applications for further training in this field.
- To support the work of the Leading Teacher of MAGT.
- To ensure the learning environment supports the needs of the pupils.

#### *Directors of Learning, Subject Leaders or nominated teacher within department*

- To write and implement a department policy in line with the whole school policy to set levels of expectation for the year range.
- To establish criteria for identifying MAGT students within the subject discipline.
- To inform teachers of the target grades for MAGT students and review their progress in department meetings and briefings.
- To develop a system to monitor and support under-achieving MAGT students.
- To add to Schemes of Work (SOW), provision for MAGT including opportunities for open - ended tasks which develop thinking skills and creativity.
- To incorporate into SOW the development of independent learning for MAGT students.
- To be aware of developments in the field and encourage sharing of good practice in the Department.
- To ensure that the department has a representative on the MAGT focus group.
- To ensure the work of MAGT students is celebrated through Golden Work, Awards Evenings, newsletters, social media and Headteacher's Report.

#### *Subject Teachers*

- To ensure that the names of MAGT students they teach are highlighted in their Learning Plans/seating plans.
- To ensure that they are aware of the target grades for those students and use this when reporting on progress during data collection.
- To implement appropriate support strategies for underachieving MAGT students.
- To attempt a variety of teaching strategies to provide for the needs of MAGT students.
- To allow independent learning in their lessons.
- To be aware of department selection criteria and apply these.
- To set levels of expectations for the class being taught and the individual students within that class.
- To report on the attainment and progress of MAGT students as part of normal school procedures.
- To celebrate work through feedback and Golden Work.
- To identify other pupils who are high performers in their subject area and ensure they are placed on the Secondary Register

### *Heads of Year*

- To be aware of the MAGT students within the year group through the register.
- To track their progress throughout the year through PIPs.
- To co-ordinate support strategies for underachieving students in a number of subjects.
- To liaise with Leading Teacher for MAGT about MAGT students.

### *Form Tutors*

- To be aware of tutees who have been identified as MAGT.
- To review progress and motivation during academic tutoring and to set appropriate targets.
- To liaise with Heads of Year and teachers to support underachieving students.
- To be aware that a MAGT student may be under increasing pressure and they may need additional pastoral care, support and intervention.

### Monitoring and Evaluation

#### Monitoring

Subject teachers are expected to:

- Ensure the names of MAGT students are a focus through their marksheets.
- Keep records of attainment and progress of students in their teaching groups e.g. Key Assessment Tasks.
- Report on the progress and attainment of those students during data collection (termly) and reports.
- To implement support strategies for underperforming students e.g. parental communication, mentoring.
- Intervene with under-achieving MAGT students, asking for advice from their subject leader or the Leading Teacher for MAGT as appropriate.

#### Whole school

- Tutors should read the register to be informed of MAGT students and to discuss progress and attainment during academic tutoring discussions and to consider setting targets within the relevant areas or broader targets if appropriate.
- Tutors are to monitor and review MAGT students by looking at progress and motivation information provided in data collection.
- A register will be kept of the students who are identified for ease of monitoring. Tutors will have this information for academic tutoring.
- Parents will be informed when their child is put on the register by the Leading Teacher for MAGT and will receive reports of progress through the annual reporting process and parents' evenings.

#### **Evaluation**

- As part of Subject self-evaluation departments will include a section on the provision for MAGT students e.g. *how many students are achieving their targets or underperforming; strategies employed to support MAGT students; developments in curriculum provision.*
- The Leading Teacher for MAGT in liaison with the Deputy Headteacher will prepare a self-evaluation report incorporating an analysis of progress of students at all Key Stages and an analysis and review of MAGT and report annually to the Local Governing Body in the Autumn Term.
- The findings will inform the MAGT Improvement Plan for the following cycle.

This policy links with the following: - (please click to view)

- [Curriculum Policy](#)
- [Assessment, Recording and Reporting Policy](#)
- [SEND Policy](#)
- [Homework Policy](#)
- [Careers Policy](#)

## Appendix 1 - Developing a Faculty/Subject MAGT Policy

1. A rationale for the document - *Refer to the rationale for the whole school policy.*
2. Guidance on who constitutes the target group and on what constitutes ability in that particular area of the curriculum

*Departments to draw up checklists to identify MAGT students within their curriculum area using the following procedure:-*

- a. Identify characteristics in faculty/subject meeting.*
- b. Define carefully what is meant by high ability within the curriculum area – as part of INSET/ meeting time.*
- c. Create a subject checklist for MAGT students in that area.*
- d. Use actual pieces of work from students as discussion points.*
- e.. Draw upon any case studies that you have either from GHS or elsewhere.*
- f. Research work already done in the field.*

*(Leading Teacher for MAGT to assist and to provide subject leaders with details of relevant research and educational theory within their subject area where available).*

3. How responsibility for MAGT students in the department is to be covered.

*The teacher within the faculty to take on responsibility for MAGT should be named. This could be any teacher who has an interest in this area. This teacher will write and review the faculty/subject policy, ensure identification of students takes place each year and that this list is passed on to the MAGT Co-ordinator. They will also provide advice and support for teachers on MAGT.*

4. To consider strategies for classroom provision:

*Include subject specific statements for differentiation in SOW such as:*

- Additional objectives and outcomes for MAGT students.*
- Strategies for teaching MAGT. For examples see below:*
- Judge the correct starting point for MAGT students rather than common starting point for all.*
- Allow MAGT students to miss out stages.*
- Give opportunity for students to experiment so that an original way of working is encouraged.*
- Create as many open ended situations as possible.*
- Be prepared to cut short time for the amount of practice of a particular skill and use time to allow for other developments in depth or breadth.*
- Allow and encourage students to work independently.*
- Take advantage of a student's particular advanced knowledge or skill by allowing them to be a partner in the delivery of the lesson.*
- Extension tasks designed for those who complete earlier sections easily and well.*
- Have available exciting and challenging materials for relatively short periods of time so that an able student finishing early has something worthwhile to do next.*
- Use differentiated homework.*
- Employ different levels of language/dialogue*

5. Strategies for additional activities e.g. Brilliant Club, competitions, MAGT Clubs, More Able mentors, use of outside agencies.

*This does not have to be specifically aimed at the MAGT. Many examples are part of normal school life e.g. educational visits, clubs, visiting speakers, weekly maths puzzle in pupil*

## Appendix 2 - What extra support should a MAGT pupil receive?

All teachers should aim to provide More Able, Gifted and Talented pupils with 8 Strategies :-

- Encourage Independence
- High Expectations
- Language

- Cooperative Learning
- Targeted Questioning
- Differentiation
- Get to know them
- Optimise lesson time

Greenbank High School also offers More Able, Gifted and Talented pupils:-

- An extensive Careers Education Programme
- Study Sessions
- Educational Trips/Visits to deepen knowledge, understanding and learning
- Visits to Further and Higher Education
- Leadership opportunities
- Team building opportunities
- Presentation/Public Speaking Skills Sessions
- Extra-Curricular Opportunities such as More Able clubs
- Enrichment Activities such as Duke of Edinburgh Award Scheme
- Skills to develop local, national and international networking opportunities
- Individual funding and support
- Extra courses to deepen and broaden education Latin and German

What systems has Greenbank High School put into place to support More Able, Gifted and Talented pupils?

- A Leading Teacher for the More Able, Gifted and Talented
- Fortnightly meetings with SLT and the Leading Teacher to review current practice within school
- A More Able budget
- An Annual Action Plan which is regularly reviewed by SLT and governors
- Use of Internal data, Analyse School Performance (ASP) and FFT analysis to support improvement.
- Training for staff (Inset, individual courses, literature and latest research) in enabling pupils to achieve grade 9
- Pupil Premium planning ensures More Able are supported to achieve
- Communicating information to staff, parents, staff and governors
- Analysis of KS2 information to support year 7 pupils in the first few months at Greenbank High School
- Discussion with More Able pupils to make improvements for the provision of More Able pupils within all subject areas
- An annual review of the policy to make improvements the Deputy Headteacher with the Leading Teacher for More Able Gifted and Talented.
- Use of high performing subjects for the More Able to support any subjects not achieving the national average
- Membership of NACE (National Association for Able Children in Education)
- Use of the NACE Challenge Award to evaluate and improve provision
- Ensuring the key findings of [OFSTED 'The most able students' \(June 2013\)](#) and ['The most able students: an update on progress since June 2013' \(reviewed in March 2015\)](#) are addressed.
- [Potential Plus Report on](#) Ofsted Reporting of Provision for the Most Able Pupils (February 2020)