

# Mousehold Infant & Nursery School



**Title of Policy:**

**More Able, Gifted and Talented Policy**

**Subject Leader/Contact Person:**

**Becki Jennings**

This policy has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
<b>Staff</b>	March 2021				
<b>Trustee</b>	March 2021				

<b>School Aims:</b>	Respect, Help, Learn, Enjoy, Achieve.
<b>School Self Review:</b>	<ul style="list-style-type: none"> <li>• How high are standards?</li> <li>• Pupils' attitudes, values &amp; personal development.</li> <li>• How well are pupils taught?</li> <li>• How good are curricular &amp; learning opportunities?</li> <li>• How well does the school care for its pupils?</li> <li>• How well is the school led &amp; managed?</li> <li>• How well does the school work in partnership with parents?</li> <li>• How effective is the school?</li> </ul>

Signed .....  ..... (Headteacher)

## **Aims and Rationale**

Our school aims to offer a safe, secure and stimulating environment, which meets the needs of individual pupils, through a personalised learning approach. Pupils will be offered a process based, rich, creative curriculum, which ensures all have the opportunity to achieve their potential.

We cannot assume that able pupils will automatically make appropriate progress: it depends on a range of environmental and personality factors, including supporting home, school and learning environments. To make sure that these pupils reach their potential, it is important to adopt and implement appropriate policies and practices to meet their educational and social needs. As for all other pupils, we aim to encourage and support the More Able, Gifted and Talented through a broad based, relevant and challenging curriculum, encouraging the pursuit of excellence and celebrating the achievements of each pupil.

In pursuing excellence and equity in the education of More Able, Gifted and Talented pupils, Mousehold Infant and Nursery School seeks:

1. To support teachers in recognising the wide range of pupils' talents and abilities.
2. To encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge More Able, Gifted and Talented (MAGAT) pupils at levels appropriate to their ability.
3. To provide professional development opportunities for teachers and other appropriate personnel through our membership of NACE (National Association for Able Children in Education).
4. To encourage a Growth Mindset dialogue between parents, staff and pupils in respect of pupils' strengths, abilities and developmental needs.
5. To provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.
6. To monitor the progress of and evaluate the impact of developments arising from this policy with all stakeholders.

## **Definitions**

Our school definitions:

- More Able describes learners who have the potential and ability to excel academically in one or more subjects such as English, Maths, Science, Computing etc.
- Gifted and Talented describes learners who have the ability to excel in practical skills such as sport, music, art, artistic performance, or in an area of vocational skill.

## **Leadership**

Our MAGAT Leader is Becki Jennings.

The MAGAT Leader responsibilities include:

- ✓ Acting as an advocate for More Able, Gifted and Talented learners
- ✓ Ensuring that MAGAT learners receive appropriate recognition, support and challenge throughout the school
- ✓ Supporting the school leadership team in whole-school evaluation and review of provision

- ✓ Working with groups of colleagues in phase, key-stage or subject-focused groups to support collaborative CPD, in order to develop knowledge and skills relating to effective provision for more able learners
- ✓ Exemplifying effective support for MAGAT learners in her own professional practice
- ✓ Improving the school capacity to tailor learning opportunities for MAGAT learners
- ✓ Providing or facilitating specialist and peer coaching or mentor support for staff and MAGAT pupils
- ✓ Initiating and supporting strategies that extend opportunities for pupils, including collaboration with external providers
- ✓ Working with and through other colleagues to ensure there is a whole-school understanding of the “why, what, who and how” of provision for MAGAT learners in the context of stretch and challenge for all pupils

## **Identification**

Identification will be undertaken using a minimum of two of the following methods:

- Nomination by staff or parents
- Teacher observation and assessment
- Data and pupil tracking processes (termly Pupil Asset\* and Pupil Progress meetings)
- Checklists of NACE characteristics (see appendix 1)
- Subject-specific criteria
- Identification through classroom provision

The Headteacher Mrs Rebecca Westall, and the MAGAT Leader, will keep a register of More Able, Gifted and Talented pupils. Staff can access it at all times. Identification processes will be ongoing to allow entry to the cohort at any point.

Identification will be a whole school continuous process, which does not discriminate against particular groups, is flexible and includes later or early developers. Pupils’ developments can change, therefore being registered as MAGAT is a fluid process to suit the individuals’ needs. All pupils will be assessed against the criteria, including those on the SEND register, underachievers and English as an Additional Language (EAL) pupils. We will actively seek students who require the support of the MAGAT programme.

## **Curriculum, teaching and learning**

Planning, teaching and assessment will allow for personalised learning to suit all individuals. In keeping with our Growth Mindset focus, they should be given opportunities to take risks and sometimes make mistakes. They will be able to discuss things meaningfully with the teacher, other adults, or other more able children. Children will need help in managing their ability so that they don’t feel the need to ‘show-off’. This will ensure they are able to remain socially able within their cohort and peers.

Stakeholders will create a Growth Mindset climate where ‘having a go’ is valued as much as ‘getting it right’. There will be breadth, depth and pace within the learning experiences.

At Mousehold Infant and Nursery School we have embraced the Mastery approach, but recognise this can sometimes limit our More Able learners. We therefore have agreed what Mastery in Greater Depth looks like and how teachers can plan for it. We ensure that MAGAT pupils receive incisive feedback which identifies their gaps in learning and which helps them improve their work. Teaching staff will use questioning, such as ‘how’ and ‘why’ and allow time for children to develop higher-order thinking skills. Quality First teaching, the Personalisation agenda and Growth Mindset will be at the forefront of all learning at Mousehold Infant and Nursery School.

Ideally, MAGAT pupils will experience a mixture of acceleration, enrichment and extension activities.

Acceleration: moving through the curriculum at a faster rate than other pupils.

Enrichment: broadening study by including elements outside of the National Curriculum.

Extension: studying the standard curriculum in more depth; increasing complexity and challenge.

Children will be given opportunities to enhance the curriculum outside the classroom through the provision of study support with a Teaching Assistant, clubs, competitions, visits, etc. 'Time to Shine' will be offered for all KS1 pupils where they can describe and demonstrate their specific interests to their peers. Those who may underachieve due to 'privilege' can access the Pupil Premium funding to allow for attendance of external clubs.

Although the children have their strengths, they may have weakness too. This will be monitored, with good self-esteem, motivation and high aspirations key to fulfilling their potential. The school prides itself on its AfL (Assessment for Learning), which is monitored closely by the SLT and subject leaders.

### **Tracking and assessment**

We track More Able, Gifted and Talented pupils through a range of means:

- Termly teacher assessment using the Point in Time Assessment (PITA) scale on Pupil Asset\* and foundation assessment subject grids
- Regular tracking of performance of individuals and sub-groups
- Comparison with local and national outcomes

We have arrangements in place for receiving relevant information when children enter our Nursery and Reception years. We also ensure that we pass on MAGAT information at transfer to junior schools to smooth transition.

### **Enrichment**

We provide a number of enrichment opportunities for pupils to reveal and develop their abilities through:

- Careful planning and monitoring of enrichment activities, including clubs, whole school/year group activity days, day visits and visiting specialists.
- Opportunities for problem-solving, decision-making, analysis, evaluation and research.
- Collaboration with other schools, external organisations, governors and other individuals with appropriate expertise.
- Opportunities for pupils to engage with "real life" scenarios.
- Use of local resources such as libraries, art or drama groups.
- Opportunities to participate in performances, sporting activities, community and other projects.
- Participation in national schemes, festivals and competitions.

### **Personal, social and emotional issues**

At Mousehold Infant and Nursery School we are committed to providing support for the unique challenges that can be experienced by more able learners, such as pressure to perform. As part of our Growth Mindset focus, it is our aim to provide an environment in which MAGAT pupils feel secure enough to display their ability, to take risks and to fail. As part of this provision, consideration

should be given to the extent to which MAGAT pupils have the opportunity to work with others who share their particular strengths and interests.

We achieve this through:

- Our whole school nurturing ethos of provision for emotional, social, intellectual development and self-esteem
- Provision for personalised learning
- Pastoral support from class teacher, teaching assistants or MAGAT coordinator
- Mentoring, coaching and peer support
- Pupil voice – feedback, one-to-one discussion, questionnaires, representation on school council
- Partnership with parents and carers

### **Partnership with Parents and Carers**

Parents will be informed of their child's strengths at parent/teacher interviews. Suggestions for support will be offered here. Children develop at different rates and these strengths may change in their pace. Therefore, they will be acknowledged appropriately.

Parents will be asked to share their child's home strengths, talents and hobbies through annual MAGAT Parent Questionnaires. The class teachers will use these to support planning for personalised learning.

### **Exceptionally able pupils**

There is no universally agreed term for pupils whose ability exceeds that of even their "more able peers". Some descriptions include "genius, gifted, very bright, high flyer, very or highly able and talented". The term "exceptionally able" is used in this policy to describe pupils whose needs go beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum. Early identification of exceptionally able pupils is important. However, assessment and identification procedures for exceptionally able pupils are not as clearly delineated as in other areas of education. While there are many different approaches to the identification and assessment of exceptionally able students, it is important to note that the most holistic approach is the best, using a combination of methods. As a school we use the NACE Essential Guide for supporting the exceptionally able (Appendix 2) as an aid for our teaching staff.

### **Continuing professional development**

We actively encourage the professional development of all staff relating to high-quality teaching and learning for MAGAT learners. We achieve this through:

- Attendance at relevant courses and training days
- Guidance from NACE
- Opportunities to share good practice internally, and with other schools

### **Safeguarding**

We are committed to safeguarding all children at Mousehold Infant and Nursery School. Safeguarding is everyone's responsibility at Mousehold and all members of staff adhere to our Child Protection and Safeguarding Policy. We feel it is important to remember why children behave the way they do and this does affect their learning. We expect all staff to read and follow the guidelines set out in the 'Keeping Children Safe in Education 20120' document. This can be found in the Staff Handbook in the staffroom. It can also be found online.