



Ayios Nikolaos More Able, Gifted and Talented Policy

Review Date: September 2020

Date of Next Review: September 2021

Head Teacher: Mrs Sarah Baillie

SGC Chair: Lt Col S Clifford

Glossary of Terms:

Exceptionally Able – An intelligence or creative power or other natural ability or tendency that would be nationally recognised. (E.g. On the county or national team)

Able/ Gifted – The top 5% of age related intellectual or academic ability within the school.

Talented – The top 5% of age related practical or creative power or other natural ability or tendency within the school.

Dual or Multiple Exceptionalities (DME) – A child with a disability or other special educational need or additional educational need, that is also gifted, talented, exceptionally able or genius in another area. (E.g. An autistic child with an exceptional calculating ability)

More able – Children who have the potential to or who are working above age related expectations in academic or practical subject area within the school

Rationale:

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/ her potential in a challenging and supportive environment.

Our school will have, at any time, talented or able/ gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for able/ gifted, talented, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Aims:

The aim of this document is to ensure a consistent approach to the identification and support of the able/ gifted and talented child through:

- an agreed, shared definition of the terms “more able”, “able/ gifted”, “talented
- identification of talented or gifted pupils as early as possible
- identification by the use of objective assessment measures
- meeting pupils’ needs with a range of appropriate strategies
- raising staff awareness of the range of strategies available to them
- providing access to a suitably differentiated and challenging curriculum
- an emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- promoting opportunities for disadvantaged learners

- working in partnership with parents to help them promote children's learning and development
- making use of links with other schools and the wider community to enhance learning opportunities both on island and nationally
- to identify children with the potential (who may be 'underachieving') to perform at a level beyond their peers, and to make appropriate provision which challenges and enriches them in areas of strength
- to use the NACE framework to guide and structure the continuing work of the school towards gaining the Challenge Award

What does Able/ Gifted and Talented mean for Ayios Nikolaos Primary School?

The able/ gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being able/ gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying able/ gifted and talented pupils.

'Able/ gifted' generally refers to the top 5% of the school population in academic subjects e.g. Reading, Writing and Maths and 'talented' to the top 5% in other subjects e.g. Music, Art and PE.

'More able' pupils refers to the expected performance of children within a particular year group that are working above average. 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 'able/ gifted' or 'talented' or more rarely 'exceptionally able'.

What does Exceptionally Able mean for Ayios Nikolaos Primary School?

The term 'exceptionally able' will be used to describe pupils who require opportunities for enrichment and extension that go well beyond those provided for their cohort of pupils. At Ayios Nikolaos Primary we acknowledge there is no one way of supporting exceptionally able pupils so a personalised approach will be adopted with specific regard to their academic, social and emotional needs. We will work in partnership with parents/carers and external organisations who may take significant role in the provision of such children.

Identification:

There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be on going. In the case of children with dual or multiple exceptionalities the class teacher should liaise closely with the inclusion manager as assessments may need to be tailored to meet the specific needs of the child.

Identification of MAGT pupils AND Exceptionally Able pupils is made by:

- on entry assessment and assessments from transition schools which are particularly important within the context of Ayios Nikolaos Primary School
- teacher nomination
- reports from previous schools
- test results/ teacher assessments
- pupils' work

- checklists of characteristics – generic and subject-specific
- parental information
- peer/ self-nomination
- information provided by external agencies (e.g. sports music organisations)

Assessment methods:

- teacher observation
- benchmark tests/ assessments e.g. end of key stage tests
- in-house subject tests or assessments
- response to increased challenge
- provision of opportunity
- response from external agency

Once identified the class teacher will work alongside the Able/ Gifted and Talented School Leader to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the MAGT / Exceptionally Able register and Parents are invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

Modes of Working:

The class teacher will:

- take steps to liaise with Key Stage colleagues and identify 'able/ gifted' and 'talented' pupils across their year groups
- assess/ gather data to support the nomination
- liaise with the MAGT School Leader and Parents/ Carers throughout the time the pupil is in their class
- agree, plan and implement appropriate provision
- record strategies to be used
- include provision in medium & short-term plans, as appropriate
- review provision regularly

It is the role of the MAGT School Leader to:

- liaise with class teachers
- work with the teacher to support the pupil and plan provision
- contact Parents and keep them informed
- maintain the MAGT register and update each term
- work with all parties to decide upon the strategies to be used to maximise learning and development
- liaise with and arrange other agency referrals as appropriate
- review provision on a regular basis – monitor planning and complete book scrutiny with the SLT and subject leaders
- liaise with the Head Teacher
- compile reports for the School Governance Committee
- review the effectiveness of the policy
- collate and respond to pupil voice

Provision:

Provision within School:

Where a child is MAGT or Exceptionally Able in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'able/ gifted' child. Outside agencies or secondary schools may be contacted to provide these pupils with more opportunity to pursue work at their own level.

Planning for the MAGT or Exceptionally Able child:

- identifying provision for MAGT and Exceptionally Able pupils in subject policies and plans
- identifying clear stages of development in schemes of work
- planning a differentiated curriculum with a balance of whole class, group and individual teaching
- using staggered starts in lessons to ensure appropriate challenge
- planning for the role of LSA's as facilitators of learning
- restructuring class organisation or pupil grouping
- setting differentiated homework
- differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- planning a variety of extension and enrichment activities

Challenging the MAGT or Exceptionally Able child:

- problem solving and investigation to develop reasoning and thinking skills (deepen learning)
- use and model open-ended questions and tasks
- introduce elements of competition within and outside peer group
- competition against self through target setting
- opportunities for creative and productive thinking

Extending and enriching the curriculum:

- visiting experts and range of materials and resources
- visits/ workshops from poets, writers, artists, musicians etc.
- use of subject specialists
- use of additional support, LSAs', other adults, for one to one or group work to extend child in a specific area (social or academic)
- links with outside agencies (music tuition Cyprus Music Service, sports coaches, etc.)
- clubs, covering academic as well as other activities
- participation in special competitions
- enrichment sessions during the school year (cross island)
- enrichment activities provided by outside associations and organisations (Newcastle University etc.)

Provision outside School:

The most effective support the school can provide to Parents of 'able/ gifted' and 'talented' children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- subject specialists
- visiting experts
- specialist clubs and societies
- National Associations

- internet

Continuity and Progression:

- Information on pupils is provided on transfer between classes through transition and pupil and Pupil Progress Meetings
- Information on pupils is provided on transfer between schools
- Information on pupils is provided to supply/cover staff via dialogue & sharing of the pupils ILP where appropriate (exceptionally able)

Monitoring, Assessment and Evaluation:

Student achievements will be monitored and evaluated. This process will include:

- regular observation and recording of progress across the curriculum using the school's tracking system (Assessment Workbooks)
- encouraging pupils to assess and review their own performance
- valuing out of school achievements
- intervention activities to prevent underachievement

Named School Leader and Named Governor:

- The MAG&T Leader for our school is Miss Lisa Milner.
- An SGC member will be named and have responsibility to ensure that able/ gifted and talented is always on the agenda for teaching, learning and school management.

Continuing Professional Development:

Regular training opportunities for School Leader and Governor. Appropriate in-service training for all staff. Involvement in partnership co-ordinator meetings and training initiatives.

Process for Development and Review:

The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities. Our commitment to support the able/ gifted and talented pupils is reflected in our School Development Plan. This policy and the success of the school's provision for the MAGT pupils will be reviewed annually by the MAGT School Leader/ Headteacher

Links to other Policies:

This MAGT policy should be read in conjunction with the Curriculum policies, Equality Statement and SEN policy,

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

The effectiveness of the school's provision will be reviewed regularly by the senior leadership team and the MAG&T leader against the aims set out above and where necessary against the NACE framework.

Job Description for the Leader for the Most Able and Talented Pupils

- Lead other MAG&T co-ordinators across the island to ensure consistency in approaches, moderation and provision for the MAG&T
- Advise on development and revision of school policy
- Liaise with class teachers to oversee implementation of the policy and to ensure that targets are set
- Maintain (and review termly) the MAG&T register and communicate with parents. For new children, ensure that class teachers complete baseline assessments within two weeks.
- Take into account the views of parents
- Invite the views of pupils through questionnaires and pupil interviews
- Advise parents on extra provision and send out details of Enrichment activities run in and out of school
- Make suggestions and implement CPD
- Liaise with subject leaders to ensure that the Most Able and Talented pupils are identified
- Keep up to date with relevant literature and bring items of interest to the staff
- Encourage the development of enrichment activities within and beyond school
- Liaise with King Richard School for outreach projects and a smooth transition from Year 6 to Year 7
- Link with relevant associations and external agencies
- Monitor provision and consider improvements
- Monitor progress and challenge any underachievement
- Report to governors
- Update documents such as the SEF and contribute to HT's report