



SAFA  
BRITISH  
SCHOOL

+

Unlocking the Potential of Every Child

# MAGT POLICY

## 2023 - 2024

Revised: September 2024  
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# MORE ABLE, GIFTED AND TALENTED POLICY

## 1. Rationale

All students are individuals with their own special needs and requirements. More able students need to be identified, supported and challenged. Strategies need to be devised and implemented, and student progress needs to be monitored. That is not to say that more able students are worthier of individual attention than other students – rather that, within the framework of equal opportunity, they are entitled to have their needs recognised and addressed.

These students need to be presented with work that challenges, stretches, and excites them daily, in an environment that celebrates excellence and is supportive of those who may, in years to come, break the boundaries of what we know and understand today.

The development of More Able, Gifted and Talented (MAGT) provision at SBS is a valuable contribution to the delivery of the school's mission statement. Our mission is "to create a school that unlocks the potential of every child".

## 2. Aims

- Provide a whole school approach to the identification of, and provision for, more able, gifted and talented students.
- To improve the attainment, motivation, self-esteem, and aspirations of more able students.
- To encourage all students to excel through personalised plans for learning.
- To raise teacher expectations of their more able students.
- To support underachieving able and talented students, especially those from targeted backgrounds.
- To involve more able students as partners in their own learning.
- To provide support and opportunities for involvement in learning for the parents of more able learners.

## 3. Specific Objectives of the MAGT Policy

- To achieve significant, measurable improvements in the attainment, goals, motivation, and self-confidence of gifted and talented students, especially those at risk of underachieving.
- To improve the quality of identification and provision at SBS.
- To promote continuity and progression by meeting individual needs through effective differentiation and more progression in line with ability.

## 4. Definitions

The definition of MAGT, is based on the Knowledge and Human Development Authority (KHDA).

Students may be globally gifted, gifted in specific areas, or indeed be gifted in some areas but experience learning challenges in other areas. These students would demonstrate performance which is distinct from their peers who are in the same age group.

DCSF defines the group supported by the National Programme for gifted and talented education as: "Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)".

Special talents need to be encouraged, nurtured and extended, and students need to be challenged to think laterally about complex ideas, issues, and situations even if a student is receiving learning support in other areas. Curriculum and learning choices should be made in collaboration with students and their parents.

At SBS we believe that all children, at some time, can display gifted behaviours. Individual gifts and talents should be seen in relative terms, rather than as abilities measured against set norms. Factors giving rise to giftedness and/or talent are seen as complex and inextricably inter-related. These would include "internal" child factors (e.g. inherited or acquired predispositions, aptitudes, intelligences, learning dispositions) as well as situational factors (e.g. levels of opportunity, encouragement and learning challenge).

## **5. Identification of More Able and Gifted Students**

**The following tools may be used as a means of identification:**

- Standardised benchmarks (CAT4, PTE, PTM, PTS)
- External cognitive assessments by registered professionals
- Teacher reporting and observation
- Internal school assessment data

**Teacher identification can occur through the use of:**

- Linguistic intelligence – strengths in expression of the written and spoken word.
- Logical/mathematical intelligence – strengths in logical and scientific thinking and structured approach to solving problems.
- Visual/spatial – strengths in visualisation, spatial awareness, and creative approach to solving problems.

**The process of identification for students in the Primary:**

- GT1 students are identified based upon their CAT scores, where students have a mean score at/above 127 (Stanine 9).
- GT2 students are identified based upon sustained performance in school, with students displaying outstanding attainment, across a range of curriculum areas.
- GT3 students are identified based upon performance within a specific subject area.
- Teachers review available data - making use of PT data\*, and report data for previous and current years where applicable.

\*For Y1-6, the PT SS:

- More Able: 119+
- High Achievers: 127+
- Gifted and Talented: 133+
- On completion of this process, the Director of Inclusion will add the student to the MAGT register and where appropriate, recommend opportunities for stretch and challenge.
- Teachers will ensure that MAGT students are identified on their context sheets and that provisions are put in place for them during lessons.

### **The process of identification for students in the Secondary:**

- GT1 students are identified based upon their CAT scores, where students have a mean score at/above 127 (Stanine 9).
- GT2 students are identified based upon sustained performance in school, with students displaying outstanding attainment, across a range of curriculum areas.
- GT3 students are identified based upon performance within a specific subject area.
- Once identified students are placed on the MAGT register and added to ISAMS.
- Where appropriate, opportunities for stretch and challenge will be recommended by the Teaching and Learning Team and by Deputy Heads of Department.
- Teachers will ensure that provisions are put in place for MAGT students during lessons.

### **6. Identification of Talented Students**

In the case of talented students, staff, parent and peer nominations can be received at any time for sport, music, design or creative and performing arts.

### **7. Gifted and Talented Registers**

Registers are to be kept on OneDrive and updated regularly. They can be accessed by staff when and as needed.

### **8. Provision for Gifted and Talented**

#### **A. SBS offers several provisions; this include, but are not limited to:**

- Opportunities for a student voice in learning and extra curricula opportunities.
- Further developments of a 'culture of success' in the school.
- Extra enrichment and extension materials.
- Extra pastoral support for gifted students who might have particular social needs.
- Use of teaching mentors.
- Use of new technologies (e.g. iPads, new learning software).
- Student-lead research studies and individual/small group investigations.
- Access and links to outside providers.
- The Highflyers Gifted Group sessions
- Mentor peers and share/demonstrate outstanding work.

#### **B. In-class approaches could include, but are not limited to:**

- Enrichment/extension activities
- Differentiation in terms of pace, task, support, learning style outcome, resource, content and responsibility
- Differentiated homework
- Independent learning opportunities – in depth/group tasks
- Real-life problem-solving exercises whereby students take further action to deepen their knowledge or understanding

- Involvement of students in module/task reviews of learning
- Cross-curricular projects

**C. Out-of-class approaches could include, but are not limited to:**

- Opportunities to work with older/younger students – peer mentoring
- Enrichment days, visits, outings, residential trips
- Out-of-school hours provision (including lunchtime clubs, homework clubs, special interest groups, after school, weekend and holiday clubs)
- Enrichment opportunities (e.g. external competitions, challenges or clubs)
- Participation in school councils, learning groups, lesson observations, staff appointments
- Opportunities for responsibility, organisation and school events, visits

**Role of the Director of Inclusion:**

- To lead the development, implementation, monitoring and evaluation of the school's policy for identifying Gifted and Talented students and the teaching and learning programme for them embedded in the School Action Plan.
- To oversee 'Highflyers' provisions for students in the Primary school.
- To act as a 'champion' of able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic and social needs ensuring all students receive the right balance of challenge and support.

**C. Role of Students and Parents**

For any policy and provision for More Able, G & T students to be effective, both the students themselves and their parents need to be fully informed and involved. This could take the form of:

- Information meetings explaining the identification process and structure of provision.
- Student and parental involvement in the identification process itself.
- Parental involvement in supporting homework and other home-based activities to support and challenge able and talented students, including Highflyers tasks
- Student and parental involvement in the evaluation of the able and talented programme.
- Involvement of students in dialogues about their own learning through learning logs, lesson observations, learning reviews and self/peer learning evaluations.

**D. Transfer and Transition**

Every effort is made to ensure a smooth transition through the Years, especially those students moving from EYFS to KS1 and KS1 and KS2. All information is collated and shared with staff when students start a new academic year. Any difficulties or issues are raised through this process so that staff are aware.

**E. Monitoring and Evaluation Strategies**

- Analysis of student target setting/individual learning plans

- Analysis of report
- Lesson observation data
- Log of enrichment and extension activities
- Student and parental feedback questionnaires
- Review of impact of Teacher Mentors and support programme on student performance.

### **A concluding note**

It is important to highlight that the programme and provision for MAGT students is good practice for **all** students. Creativity, challenge, innovation, along with high quality teaching and learning, effective assessment, reporting and partnership with students and parents are fundamental for achievement and success for **all** students at Safa British School.