

More Able, Gifted and Talented Policy

Reviewed	November 2017	Leader of Policy Review	Miss D Gilsean
-----------------	---------------	--------------------------------	----------------

Definition

The term 'More Able, Gifted and Talented' (MAGT) is used to describe learners who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. These abilities or talents can be academic, practical, creative and artistic.

Principles

The School aims to develop the curriculum for the MAGT students by setting work that extends, offering activities that enrich, and promoting high attainment and good progress. This is achieved by ensuring that:

- the range and quality of teaching approaches adopted are successful in providing demanding work to meet the needs of all of our learners;
- work is suitably challenging for our MAGT learners;
- materials and methods of delivery are suitably differentiated;
- a broad range of extra-curricular activities are offered across the full range of subjects and experiences;
- independence is encouraged so that students develop their own broad range of learning styles and become discerning questioners; and
- high order communication, mathematical, thinking, creative and problem-solving skills are developed

Procedures

Each faculty strives to provide learning opportunities that stretch MAGT learners within its overarching objective of providing learning opportunities across the ability spectrum. Each subject will have a policy which clearly provides information about how MAGT students are identified; using a mixture of observable criteria and data relating to performance benchmarks.

Subject teachers are expected to monitor the progress and achievement of their MAGT learners and data will be collated to monitor their progress across the whole school. Opportunities to review and moderate learners' work will take place during lesson observations and book scrutiny arrangements.

The school will maintain a register of MAGT students which will monitor the quality of teaching and learning of that ability group. The use of this data will help to identify, track and monitor the progress of MAGT or potential MAGT students and share this information with staff and relevant parents. The School will support parents with methods of how they can support the education of their MAGT child. The school will ensure that MAGT pupils from disadvantaged backgrounds receive specific support to overcome barriers to their learning.

The school is committed to developing the quality and range of its provision through appropriate activities to support potential talent. This provision will focus on developing the depth, breadth and pace of opportunities for students through the use of a range of learning styles and teaching approaches across the curriculum.

The School will remain responsive at all times to the latest appropriate initiatives and actively seek out ways of improving provision. The MAGT Coordinator will ensure that activities designed to develop staff expertise are made available, and that additional opportunities for students are continually developed.

Above all, the policy for MAGT students will be integrated with other school policies in order that provision for all students is enhanced, and so that access to initiatives are always open to those students able to benefit from them and not those exclusively to those already on the MAGT register.
