

More Able, Gifted and Talented Policy

Review Date	September 2015	Leader of Policy Review	Mr. S. Budgen
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Principles

The School aims to develop the curriculum for the More Able, Gifted and Talented (MAGT) students by setting work that extends, offering activities that enrich, and by promoting high attainment and good progress. This is achieved by the use of specific tasks set at a higher level than that for their peers and by higher expectations from common tasks, and is supported by a broad range of extra-curricular activities offered across the full range of subjects and experiences.

The aims for this cohort of students can be identified thus:

- To offer them extended opportunities to explore more demanding work including higher knowledge and abstract concepts
- To develop high order communication, mathematical, thinking and problem-solving skills, and to promote creativity at a higher level
- To encourage independence so that they develop their own broad range of learning styles and become discerning questioners
- To support the pastoral development of students and help them to become positive and effective members of society, knowing when to lead and when to be a team player

Procedures

Each faculty strives to provide learning opportunities that stretch the more able and talented within its overarching objective of providing learning opportunities across the ability spectrum. Each subject will identify its MAGT students using a mixture of observable criteria and data relating to performance in tests/examinations.

Subject teachers are expected to keep records of the attainment and progress, including MAGT students, and to report on their progress. Curriculum Managers and/or subject leaders will monitor the attainment and progress of all students, and any concerns regarding the progress of the more able will be reported to the MAGT Coordinator.

The School will maintain a register of MAGT students that will be based on those high (or potentially high) achievers in a wide range of subjects. The register will be responsive to review and flexible enough to allow ongoing additions each year. The main aim of the register is to monitor the quality of teaching and learning of that ability group. The MAGT Coordinator will make an annual audit of progress of this student cohort by using the IEP processes, and present those findings to senior management.

The School is committed to developing the quality and range of its provision through appropriate activities to support all 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 make use of its procedures to involve parents and carers in reporting progress on activities for MAGT students, and through those activities will also look for opportunities to extend links with the wider community.

The School will remain responsive at all times to the latest appropriate initiatives and actively seek out ways of improving its 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 exclusively to those already on the MAGT register.
