



More-Able, Gifted and Talented Policy

At St Michael's C of E Primary School, we aim to provide the best education we can for all our pupils through a curriculum which is stimulating and challenging.

Success is achieved in close partnership with pupils, teachers, parents, carers and other members of the community. All children in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'more-able', 'gifted' and 'talented' (MAGT) according to national guidelines.

Definition

At St Michael's Primary School, we identify More-Able, Gifted and Talented (MAGT) learners as children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'

Characteristics of More-Able, Gifted and/or Talented Pupils

There are different characteristics for pupils in different subjects. Broadly, pupils who are More-Able, Gifted and/or Talented can show some or all of the characteristics listed below. Failure to recognise such characteristics may lead to frustration, low self-esteem and seemingly low expectations. SEND children can also demonstrate some of these characteristics and it is important to recognise and support their full potential.

- Be quick thinking and accurate
- Be systematic
- Come to creative solutions
- Flexibly apply their existing knowledge to unfamiliar situations
- Communicate well
- Be determined, diligent and interested in uncovering patterns
- Be creative
- Be sensitive and empathetic to the needs of others
- Show sound judgement
- Be outstanding leaders/team members
- Be fascinated and passionate about one or more curriculum areas
- Have high attainment in one subject or across the curriculum

See also Appendix - The National Association for Gifted and Talented Children – 'Common Characteristics of Gifted Individuals.'

How do we identify Gifted and/or Talented Pupils?

- Liaison and discussion between teachers and pre-school settings if appropriate
- Observe pupils' approach and response to routine work in a range of contexts
- Assessment and monitoring of the child's work in either one area or across the curriculum
- Talk to parents and carers

- The views of a wide range of adults, including teachers, support staff, external professionals, parents, community workers, team coaches
- Involvement and achievement in school, County, National competitions
- A pupil who identifies themselves through their response to the provision provided
- A pupil who, in the judgement of the teacher, has potential although they may on one level appear to be underachieving

Planning for the Gifted and/or Talented Pupils

As a school we appreciate that all pupils need recognition, approval and support, stimulation, appropriate materials, teacher contact and the opportunity to discover the full range and depth of their potential. Alongside that, more-able, gifted and talented pupils also need opportunities to acquire higher order thinking skills, be given open ended activities so that they can develop the activity in their own way, learn in an emotionally reassuring environment that is intellectually stimulating and work with their peers. This will be achieved through a variety of whole school approaches mainly in class provision and setting. Within this provision, we endeavour to include activities that ensure **Breadth** (enrichment) **Depth** (extension) and **Pace** (acceleration). The following are examples of current practice that enable breadth, depth and pace to be evident within our curriculum for more-able, gifted and talented pupils:

Extension activities, within lessons, will enable children to:

- Focus on higher order skills
- Aim for greater depth of understanding and the application of knowledge and skills in solving problems
- Extend the breadth of study within the subject
- Use the full range of available technologies

Effective provision should ensure that children develop:

- The skills to become independent learners through building their learning power so that they are reflective, reciprocal, resilient and resourceful learners
- Creative thinking
- Problem solving techniques and higher order thinking skills
- Effective practices, such as learning how to collaborate with others
- An enjoyment of learning
- Personal learning and thinking skills

Enrichment activities will be provided to offer broader learning opportunities beyond the normal curriculum and to use the skills and expertise of others both within and outside the school community.

Access to extra-curricular activities will enable pupils to:

- Engage in work which draws on the content of different subjects
- Gain opportunities to work with similarly able, gifted and talented pupils
- Participate in local and national workshops and competitions.

Cross curricular links

It is recognised that children may be more-able, gifted and talented in one or more area of the curriculum and that they should be encouraged to transfer and apply their skills across subject divides.

Records and assessment

Opportunities to assess children's work are identified within the medium and short term planning and a range of evidence is used.

Monitoring and Review

This policy will be monitored and reviewed by the Governors' Curriculum Committee.

Appendix:

Common Characteristics of Gifted Individuals (National Association for Gifted and Talented Children)

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

	Staff	Curriculum Committee	Governing Body
Policy approved by	17.01.11	12.01.11	09.02.11
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Coordinator	Rosalind Owen		