

MORE ABLE, GIFTED AND TALENTED POLICY

At Giggleswick School, all staff are committed to ensuring that all pupils are supported to fulfil their potential. We recognise that pupils of all abilities, including more able pupils, are entitled to stretch and challenge.

This policy guides the way in which this happens at our school. Through the policy we aim to:

- ensure that we recognise and support the needs of more able pupils (referred to in the policy as 'more able, gifted and talented - MAGT')
- provide MAGT pupils with the chance to develop to their full potential throughout all areas of the curriculum
- ensure that we challenge and extend the more able, gifted and talented pupils through the work that we set them in class, in independent study tasks (prep) and the opportunities we give them
- encourage the more able, gifted and talented pupils to develop independent thinking and learning skills

Identification

Academically, we identify our MAGT pupils as those who attain, or have the potential to attain, a standard substantially higher than other children of their age. We use MidYIS, YELLIS and ALIS data to identify pupils in the 95th percentile for either Maths, English or Non-Verbal Reasoning. MAGT pupils will generally excel, or have the potential to excel, in one or more of the following areas:

- general intellectual ability
- creative thinking
- specific subject(s), e.g. Maths or Languages
- physical education
- the visual or performing arts

We also identify MAGT pupils through our scholarship procedure. For example, a talented sportsman/woman may go directly onto our Elite Sports Programme or a gifted musician may be encouraged to apply to the Saturday school at Leeds College of Music or the Royal Northern College of Music

All members of staff are responsible for identifying pupils' abilities. Identification is a continuous process; a pupil may move on to our gifted and talented register dependent on current levels of attainment.

We use a range of strategies to identify gifted and talented pupils, including teacher observation, the use of standardised test data and assessment information, and work scrutiny. It is the responsibility of the Deputy Head (Learning) to maintain and update the MAGT register.

In Class Provision:

Differentiation is a key element in the planning, organisation and practice of teaching, learning and the curriculum for all students. Differentiation may be by group, task, questioning or outcome, decided by the teacher at the planning stage. Differentiation also covers provision through pace of work, use of resources, level of questioning and support, level of dialogue, introduction and continuation of the task, and opportunity for independent learning.

Extension activities provide increased depth and breadth appropriate to individual needs and levels of attainment. Extension activities need to cater for acceleration by the individual

through given work or the encouragement to use Higher Order Thinking Skills. It is not a process whereby the individual is given more of the same to practise: HOTs not MOTs.

Enrichment provides opportunities which are outside the core of learning which most students undertake. This includes the use of new and different methods of approaching work. The local area, environment and community may well offer extra activities and opportunities for learning in this way. For example, our most gifted musicians are invited to play in our local orchestra and to sing in an elite choir.. The Year 9 -13 Academic and All-Rounder scholars are all members of the Paley Society which meets 3 to 4 times a term to hear guest speakers and to discuss challenging topics.

Independent Study provides an opportunity for open-ended and challenging tasks to be set. In year 7, pupils undertake Getgo projects on a range of broad themes and can independently choose their own theme and mode of presentation. Recent themes have included: Greek mythology; inventions and what inspires me?

Whole-school provision

This takes place using a variety of methods, including setting, specialist teaching and co-curricular activities. For example:

- lunch time and after school clubs offering various activities
- school competitions (Maths, Chemistry Olympiads, Chemistry Young Analyst, National Cipher Challenge, Write on Art)
- the Elite Sports Programme
- Schola (elite choir), orchestra and other instrumental groups plus the Music Scholars' Programme
- drama productions
- guest speakers
- Cross -curricular theme days

Out-of-school provision

We provide more able, gifted and talented pupils with opportunities to extend their abilities and develop their interests outside school. This takes place via, for example, facilitating entrance to national competitions (RSE essay competition, National Gallery essay competition) in subject-related areas such as Maths, and organising out-of-school activities and visits. We have recently won places in the national finals of the Mathematics team Olympiad and Chemistry Analyst competition at Sussex University. We have also had a national winner of the Melon Art prize and National Cipher Challenge.

Monitoring our gifted and talented pupils

We keep a register of our gifted and talented pupils that is updated regularly. Monitoring activities include:

- Scrutiny of public examination data and internal examinations
- regular monitoring of PPRs and Assessment Point scores
- monitoring of department provision via the departmental review
- comparison of age standardised scores each year
- classroom observation
- work scrutiny
- staff discussions and meetings
- scholarship reviews
- annual report to the Governors

Reviewed by: AL Wood, Deputy Head, Learning

Review period: Annual

Policies: More Able Gifted and Talented

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Committee)