



GIGGLESWICK SCHOOL

More Able, Gifted and Talented Policy

Lead Author(s)	Deputy Head (Learning)
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Next review	September 2024
Policy Type	Internal

1 INTRODUCTION

Giggleswick School ("the School") staff are committed to ensuring that all pupils are supported to fulfil their potential. The School recognises 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 school. Through the policy, the School aims to:

- ensure that it recognises and supports 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 it challenges and extends the MAGT pupils through the work that it sets them in class, in independent study tasks (prep) and the opportunities it gives them; and
- encourage the MAGT pupils to develop independent thinking and learning skills.

2 IDENTIFICATION

Academically, the School identifies its MAGT pupils as those who attain, or have the potential to attain, a standard substantially higher than other children of their age. It uses MidYIS, YELLIS, ALIS and ATOM testing 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; or
- the visual or performing arts.

The School also identifies MAGT pupils through its scholarship procedure. For example, a talented sportsman/woman may go directly onto the 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 the gifted and talented register dependent on current levels of attainment. The School uses a range of strategies to identify MAGT 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.

3 IN CLASS PROVISION

Differentiation is a key element in the planning, organisation and practice of teaching, learning and the curriculum for all pupils. 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 pupils 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, the School's most gifted musicians are invited to play in the local orchestra and to sing in an elite choir. The Year 11 -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. The Years 7-8 receive one lesson per week in Latin. Year 9 have a bespoke programme in the school timetable every other week. Year 10 study for an HPQ during one lesson every other week.

Independent Study provides an opportunity for open-ended and challenging tasks to be set.

4 WHOLE-SCHOOL PROVISION

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

- after school clubs offering various activities such as Astronomy;
- school competitions (Maths, Chemistry, Biology and Physics Olympiads, Chemistry Young Analyst, National Cipher Challenge, Write on Art, Murray Edwards She Talks Science, Girton College Essay Competition, Mathématiques sans Frontières);
- the Elite Sports Programme;
- Schola (elite choir), orchestra and other instrumental groups plus the Music Scholars' Programme;
- drama productions;
- guest speakers; and
- Cross-curricular theme days.

5 OUT-OF-SCHOOL PROVISION

The School provides MAGT 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. The School has recently won 5th place nationally in the Mathématiques sans Frontières competition. One pupil was a shortlisted finalist for the Paul Mellon Write on Art competition and one pupil came 3rd in the National Final of the Rotary Club Young Writers Competition.

6 MONITORING GIFTED AND TALENTED PUPILS

The School keeps a register of MAGT 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; and

- an annual report to the Governors.