GIGGLESWICK
SCHOOL

# More Able, Gifted and Talented Policy

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| Lead Author(s) | Director of Studies |
| Approval Committee | Academic and Co-Curricular, November 2025 |
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| Next review | November 2026 |
| 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 MAGT pupils to develop independent thinking and learning skills.

# 2 IDENTIFICATION

Academically, the School identifies 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 Quest testing data to identify pupils in the 95th percentile for either Maths, English or Non-Verbal Reasoning. For the Sixth Form, an average GCSE score of 7.5+ is also used in conjunction with CEM test scores to identify MAGT pupils. 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 Director of Studies to maintain and update the MAGT register.

# 3 IN CLASS PROVISION

Adaptive teaching should ensure that MAGT pupils have the right level of questioning, resources, and opportunities for independent learning so that they feel suitably supported and challenged.
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..

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 2 to 3 times a term to hear guest speakers and to discuss challenging topics. The Years 7-8 receive one lesson per week in German. Year 10 pupils have the opportunity to complete an HPQ .

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:

- CASE offering various activities such asRobotics, Accelerated Maths, life drawing on Thursday evenings for Art Scholars
- 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,);
- the Elite Sports Programme;
- Schola (elite choir), orchestra and other instrumental groups plus the Music Scholars' Programme, Tea time concert series;
- drama productions, drama scholars' group;
- 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 also facilitates access to specialist providers including the RNCM, club level training and matches. .

## 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.