



Pondhu

Primary School

C-15 MAGaT Policy

Date of Last Review:	Autumn 2019
Date of Next Review:	Autumn 2021
Subject Leader:	Victoria Burgess
Subject Governor:	Geoff Pryce

MAGAT POLICY

PONDHU PRIMARY SCHOOL

Introduction and School Philosophy

At Pondhu Primary School we believe that each child is an individual and as such, has individual needs. Pondhu Primary School aims to respond to these needs by a whole school approach and a differentiated curriculum. This policy reflects the school's work on the Rights Respecting Schools Award, linking it to key articles from the United Nations Conventions on the Rights of the Child. It is underpinned by 'Article 29: (Goals of Education) Education must develop every child's personality, talents and abilities to the full.

All our pupils are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

All pupils have an entitlement to the following:-

- Their needs will be identified early
- Their potential will be realised through work and support that is carefully matched to their assessed needs.
- Their progress will be monitored.
- Their teachers will be appropriately supported.
- Their parents/carers will be involved as partners in the educational process.

Aims

Work on school improvement suggests that if a school provides for the most able pupils then this in itself has a positive impact on the provision for all pupils. Primary education is about helping children to discover their strengths. Giftedness can emerge at any time and only emerges if suitable opportunities are available. We aim to provide a school climate which encourages all pupils to achieve using a flexible and inclusive approach.

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- To identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To identify children with the *potential to perform* at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To support and make more effective the transition of more able children to secondary school
- To increase the number of children 'exceeding age related expectations' at the end of EYFS, KS1 and KS2.

To provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the whole broad and balanced curriculum, in line with 'Article 3: The best interests of the child must be a top priority in all things that affect children'.

Definition

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).'

A 'gifted' pupil is one who is in the top 5%-10% of the pupil population. A gifted child is one who has the capacity for or demonstrates high levels of performance in academic areas. They will be divergent thinkers with an aptitude for original ideas. They will be significantly high achievers.

A 'talented' pupil is one who shows significant ability in non-academic subjects, physical, musical or artistic talent, mechanical ingenuity, leadership qualities or creativity.

Identification

Identification will be an on-going process aided by assessment (both formative and summative), and by provision. Gifted and talented pupils will be identified regularly in Pondhu Primary School.

Pondhu Primary School will seek to identify its more able, gifted and talented children by the following qualitative and quantitative measures:-

- Teacher observation and assessment,
- National Curriculum attainment
- External accreditation: SAT
- Standardised test scores
- Teacher nomination in core and foundation subjects
- Involvement and achievement in competitions e.g. school or county competitions
- Achievements in extra-curricular activities e.g. clubs
- External agency nomination e.g. Educational Psychologist

Effective provision for more able, gifted and talented children

STRATEGIES WITHIN THE CLASSROOM

- Varied and flexible grouping within a year group
- Vertical grouping across year groups when appropriate
- Withdrawal of very able children for higher level work within small groups
- Upward differentiation/extension in schemes of work
- Teaching thinking and critical skills and attitudes in a subject context e.g. Problem solving, decision making, creativity, interpersonal skills.
- Asking higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets
- Enabling children to be involved in assessment for learning to evaluate their own work

STUDY SUPPORT

We provide a variety of enrichment opportunities which include:

- A wide range of extra-curricular activities and challenges
- Opportunities for artistic, musical, dramatic and sporting development
- Enrichment opportunities within and beyond the core subjects
- Visits, experts, master-classes
- Competitions
- Appropriate pastoral care and counselling
- Purchase resources with gifted children in mind
- Track the progress of individuals
- Have a register of More Able, Gifted and Talented children.

Roles and Responsibilities

The Headteacher will be responsible for:

- Overall policy setting
- The depth and breadth of the curriculum
- Whole-school assessment and monitoring systems
- Leading/facilitating staff in their provision for the more able

It is expected that the More Able, Gifted and Talented co-ordinator will:-

- Maintain a register for More Able, Gifted and Talented children
- Monitor progress of children who show particular ability
- Ensure that appropriate records are being kept
- Co-ordinate subject/school approach to More Able, Gifted and Talented
- Develop the extension and enrichment materials

It is expected that the class teachers will:-

- Create a rich and stimulating environment
- Identify the characteristics of more able, gifted and talented pupils
- Identify their specific learning needs
- Provide effective provision using resources and materials which create challenges for these children

The governor with special responsibility is Geoff Pryce.

Assessment and Recording

Records of individual pupil progress through pupil profiles

Value added information – pupil tracking data

Teacher feedback and staff (TAs) appraisal

Recognise and reward achievement (certificates, etc)

Annual register of More Able, Gifted and Talented children

Monitoring and Evaluation

This policy and its effectiveness will be reviewed by the Headteacher, the Gifted and Talented Co-ordinator and the Board of Governors.

The class teacher will be responsible for reporting on the progress of the more able children within each class against the targets set for individuals.

Resources

MATERIALS

Each classroom will be provided with materials that extend provision whenever necessary and financially viable.

STAFF

See effective provision. Staff to attend INSET courses when appropriate and an annual staff meeting dedicated to MAGaT provision.

Parental Partnership

At Pondhu Primary School we encourage home-school liaison which may take a number of different formats. The importance of home, school and peer support alongside opportunity seem to be the most influential in converting potential into achievement. It is therefore important to include parents/carers in the partnership through sharing of information and dialogue at parent/teacher consultations, held regularly throughout the year. Gifted and talented children are often subject to an increasing number of demands, particularly if they represent the school or community at local, regional or national level and so it is essential that the school works with parents/carers and outside organisations to manage the children's interests.

Policy review

This policy was reviewed in Autumn 2019 and will be reviewed every two years.

Prepared by **Victoria Burgess**
 MAGaT Leader