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St Clement's CofE Primary School

MAGT Policy

24 February 2020

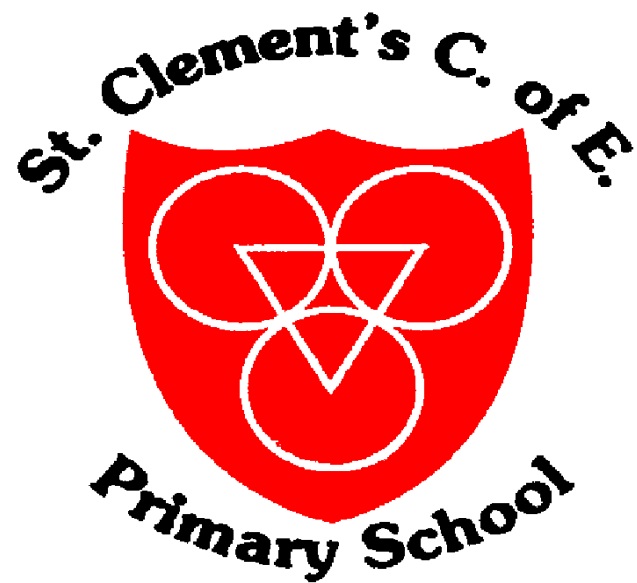
Other policies linked to this policy :

1 : [Child Friendly Safeguarding Policy](#)

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Approved : Zoe Law

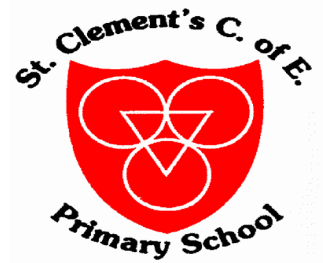
St Clement's C. of E. Primary School



MAGT Policy

Reviewed and Approved by JP & CT: February 2020

Due for review: February 2021



Growing Together To Let Our Light Shine

Mission Statement:

As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.

Our Christian Values Reflected In This

Policy

Faith

Hope

Love

Respect

Thankfulness

Compassion

Forgiveness

(September 2017)

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**

- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

Rationale

At St Clement's School we are committed to providing high quality education for all our pupils. We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others. The recognition and meeting of the needs of more able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aims:

- To recognise that the more able pupils have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents and relevant agencies.
- To develop and maintain an inclusive approach to education.

Definition

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more 'academic' subjects. 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning. 'Able' refers to pupils who achieve and have the ability to achieve at a level significantly higher than their peers. We recognise that these pupils will be drawn from the top 5-10% of their cohort.

Identification Strategies

We aim to identify able, gifted and talented pupils using a variety of methods:

- We use teacher assessment and observations.
- We promote the early identification of able, gifted and talented pupils; use information passed on by other schools and exchange information within the school.
- We use National Curriculum test (optional and statutory) scores, and internal tests/examination results.
- Expert nomination (e.g., football club/team leaders).
- External certificates (e.g., dance/music exams).

We are aware that latent talent or potential may go unrecorded, that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To redress this, teachers will be encouraged to use their professional judgement and experience through observation of pupils; rates of progress in acquiring relevant knowledge, skills and understanding.

Provision within the school and beyond

We aim within the given structure of the school to:

- Group pupils in ways which teachers/curriculum leaders feel will maximise the quality of teaching and learning.
- Plan for differentiated work/resources and opportunities for open-ended homework.
- Consider fully the appropriateness of acceleration, fast-tracking and setting.
- Use in-class support and study support to further the learning of our able, gifted and talented pupils.
- Develop and provide opportunities for extension work/projects.
- Provide opportunities for access to the internet.

- Provide pastoral care by way of mentors/named persons in recognition of the particular emotional and psychological needs of able, gifted and talented pupils, where appropriate.
- Consider the use of challenge pupil plans.
- Provide opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies.
- Make contact with experts external to the school and provide a wide range of extra-curricular opportunities to encourage talent to flourish e.g. ICT clubs, courses and events, national schemes, school council, school publications, etc.

Teacher/Pupil Skill Development across the Curriculum

We recognise that able, gifted and talented pupils are entitled to develop their knowledge, skills and understanding in full. Endeavouring to promote this through the enhancement of teachers' own awareness and skills, we will:

- Develop the teaching of questioning skills to a high level for teachers and pupils.
- Promote the teaching of thinking and problem-solving across all curriculum areas, providing a range of open-ended and challenging activities.
- Provide opportunities to develop effective research techniques, library and ICT skills.
- Encourage the development of a wide variety of recording and communication skills.
- Promote a culture of independence and determination to succeed.
- Encourage and celebrate the expression of special ability – musical, sporting, theatrical performances and art work through assemblies, presentations, commendations, certificates, etc.

Monitoring, Assessment and Review

The school will have a named person as Leader for able, gifted and talented pupils who will consult with teachers, subject leaders and senior management to monitor the needs and progress of identified pupils. The Leader will ensure that:

- All teachers are involved in identifying able, gifted and talented pupils annually as a whole school process.
- Teachers, subject leaders and senior managers develop and agree effective methods for collecting and monitoring data pertaining to the able, gifted and talented pupils.
- The needs of able, gifted and talented pupils are being met.
- Challenge plans of able, gifted and talented pupils are maintained.
- Links are developed with feeder schools for information exchange, sharing good practice, teacher support, resource loan/s etc.
- Appropriate training is provided to raise staff awareness of the characteristics and needs of able, gifted and talented pupils.
- Parents and external agencies may attend meetings when necessary to ensure the needs of able, gifted and talented pupils are understood and met.
- Consultation with able, gifted and talented pupils is conducted in order to monitor the effective implementation of the policy.
- Information is provided for governors in order to ensure accountability and involvement of the governing body.

Roles and responsibilities

Governors will ensure the regular review of this and other relevant policies. The governing body will contribute to monitoring provision for pupils identified within the bounds of this policy and provide a forum, as appropriate for the views of young people, parents and carers to voice opinions or concerns in respect of provision under this policy. The link governor will be invited to take part alongside the MAGT lead and other staff in monitoring this area of work.

The Headteacher will work alongside the governing body in respect of their role as defined in this policy and also ensure that all staff are aware of and receive any relevant training under this policy. It is the responsibility of the Headteacher to ensure that the aims and evaluation of this policy are regularly reviewed and feature in any future school improvement planning.

The Assistant Headteacher (MAGT Lead), in 'leading' provision within this policy, will:

- Contribute to, monitor and evaluate the continued implementation and development of this policy.
- Monitor implementation of the policy by class teachers through observation, book scrutiny and pupil interview.
- Support all relevant staff in using strategies and making evaluative judgements in respect of this policy and ensure pastoral systems are in place as appropriate.
- Liaise with governors, parents/carers/pupils and outside agencies as appropriate in the implementation, monitoring and evaluation of this policy.
- Maintain and review a register of pupils and also relevant records in relation to this policy.

Classroom Teachers and subject leaders will ensure appropriate challenge and provision for their cohort or subject area as well as conducting continuous review of children relevant to this policy within their cohort or subject area. They will conduct assessment in line with this policy and the assessment policy and maintain records accordingly to inform future planning and provision.

Classroom teachers will also be responsible for any day to day communication with pupil's families in respect of this policy.

Links to other policies:

Assessment policy

SEN policy

Specific subject policies