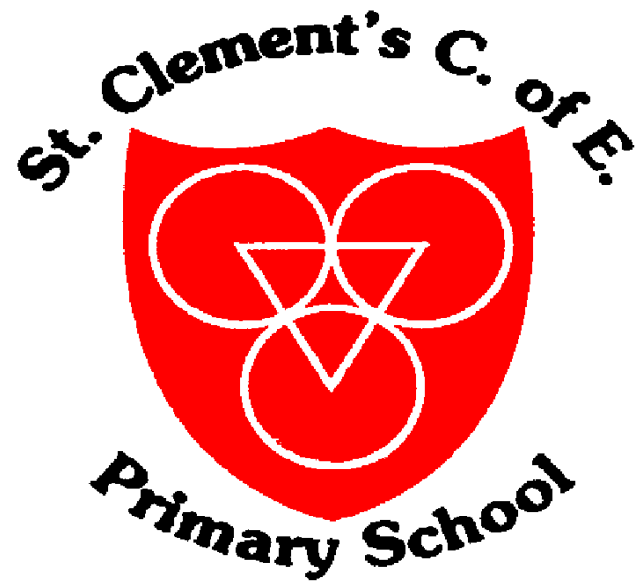


St Clement's C. of E. Primary School



MAGT Policy

Reviewed by CT (AHT- Behaviour Lead): February 2024

Approved by JP (Head): February 2024

Due for review: February 2025

“With Faith, Hope and Love We Can Achieve Greater Things.”



“Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love.” 1 Corinthians 13:4-7 New Living Translation

Vision Statement:

At St Clements, we aim to ensure that everyone thrives within our caring Christian community.

We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

Our Christian Values: (Guiding our Thinking and Behaviour)

Love- (Core Value that all of our 6 Values Flow):

Faith, Hope, Respect, Compassion, Forgiveness & Thankfulness

Faith: *“Is being sure of what we hope for. It is being certain of what we do not see.”*
Hebrews 11:1

Hope: *“For I know the plans I have for you says the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.”* Jeremiah 29:11

Love: *“Love is patient and kind. Love is not jealous or boastful or proud or rude.”* 1 Corinthians 13

Respect: *“Do to others as you would have them do to you.”* Luke 6:31

Forgiveness: *“Be kind and compassionate to one another, forgiving each other, just as God in Christ forgave you.”* Ephesians 4:32

Compassion: *“Finally, all of you, live in harmony, with one another; be sympathetic, love as brothers, be compassionate and humble.”* 1 Peter 3:8

Thankfulness: *“See that no one repays anyone evil for evil, but always seek to do good to one another and to everyone. Rejoice always, pray without ceasing, give thanks in all circumstances, for this is the will of God in Christ Jesus for you.”* 1 Thessalonians 5:15-18

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.**

Rights Respecting School Link to Articles:

3, 8, 12, 13, 14, 16, 17, 23, 27, 28, 29, 30, 31, 32, 36, 39,

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.

Effectiveness of the Learning Environment

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 encourage staff to consider the following:

Talking about Learning

- How have you established a culture in which wrong answers are productive opportunities for learning and in which creative thinking is actively encouraged?
- How are you modelling the process of talking about how learning takes place, rather than just what is learned?
- How have you helped learners with the language needed to discuss the process of their learning?
- Have you asked gifted and talented learners what helps them to learn effectively?
- What have you done to ensure you respond to what you have learnt from them?
- How have you helped learners become more aware of their preferred learning styles?

Questions and Challenge

- How often do you encourage creative thinking by asking open ended questions to which there are no right answers?
- How often are learners encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute whilst learning to appreciate the provisional nature of much knowledge?
- How often do you encourage learners to ask questions of themselves, each other and other adults in the classroom?
- How are learners involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed?
- How do you ensure that examples of gifted and talented work are on display or readily available, to raise the expectations of both learners and teachers?
- How effectively are you engaging learners in recognising and responding to challenge, and taking initiative in their learning?

Planning and Resources

- How thoroughly have you checked learning activities to make sure that they offer challenges that match higher level descriptions?
- How can you facilitate the work of More Able, Gifted and Talented pupils?
- What do you want More Able, Gifted and Talented pupils to learn?
- How successful is the learning of More Able, Gifted and Talented pupils and how do you know this?
- Do you have high enough expectations of your More Able, Gifted and Talented pupils?
- Do you encourage independent learning?
- Do you vary the pace and organisation of lessons?
- How are you developing a resource collection, including lists of web resources for pupils (and staff) in classrooms, staff room or library?
- How are you making sure that resources are being used?

Monitoring, Assessment and Review

As of September 2020, school will hand responsibility of MAGT pupils to the Subject Leaders. They will be responsible for ensuring:

- All teachers are involved in identifying able, gifted and talented pupils annually as a whole school process.
- 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 within their subject.
- 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.

The school will have a named person (Assistant Headteacher) who will monitor the extra provision for MAGT pupils outside of the classroom. This could be – but not limited to – work with external agencies, after school clubs and sports tournaments.

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. Due to the responsibility being taken over by Subject Leaders, the role of link governor will also no longer be needed. This will be taken up by the various subject based roles within the governing body.

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 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 Subject Leaders in providing strategies and making evaluative judgements in respect of this policy and ensure pastoral systems are in place as appropriate.
- Maintain and review a register of pupils and also relevant records in relation to this policy.

Classroom Teachers and Subject Leaders will continue to 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