

MORE ABLE, GIFTED AND TALENTED PROVISION AT HANHAM HIGH SCHOOL

PURPOSE AND RATIONALE

Hanham High School recognises that its pupils will include those who are 'more able', 'gifted' and 'talented'. In order to meet the needs of more able, gifted and talented (MAGT) pupils the school will enable them to develop their talents, providing opportunities for enrichment and extension within the curriculum and through extra-curricular activities.

Teaching and learning approaches needing to challenge the most able will be of value and benefit to all learners. A key feature of effective provision is flexibility and an understanding that ability is not static and that some learners will only emerge as gifted in response to challenging opportunities.

AIMS

The aims of this policy are

- Early identification of MAGT pupils from Primary school records at KS2/3 transfer data
- To produce an MAGT register of pupils and review this at least annually
- The promotion of high levels of achievement, attainment and quality learning;
- To promote personalised learning opportunities including independent learning and access to higher order thinking
- To provide for MAGT pupils an entitlement to appropriate learning opportunities that develop specific skills or talents

GUIDELINES FOR IMPLEMENTATION

A. Registration and Identification

- On entry to the school provide parents with the opportunity to nominate.
- Use KS2/3 transfer data and NFER tests to identify pupils.
- Use prior attainment and target grade data.
- Nominations from Subject Leaders and Key Stage Directors.
- Register compiled by Assistant Head (MAGT).

B. Strategies and Responsibilities

- Publish an MAGT guide for parents
 - Guidance on approaches to provision for MAGT pupils
 - Programme of enrichment and extension activities
- **Teaching Approaches**
Teachers should plan learning activities that:
 - add **breadth** (e.g. enrichment through a broader range of experiences and tasks)
 - give **depth** (e.g. extension through more detail and complexity)
 - accelerate the **pace** of learning
 - promote **independence**
 - support **reflection** and self-evaluation
 - promote **extension**
The key to successful extension is to provide activities that require able pupils to *analyse, evaluate* and *create*. These are higher order learning skills that able pupils

should use on a regular basis and that *all* pupils should have the opportunity to develop.

- **Curriculum Enrichment**

All staff should maximise outside learning opportunities such as:

- Regional and national events and competitions
- Masterclasses
- Summer schools
- Regional and National representative groups and teams
- University lectures/events
- MAGT events in other schools
- Subject related conferences and research events

4. Tracking Intervention

5. Pupil progress will be monitored;

- individually by the class teacher
- year cohort by the KSD
- whole school by the Assistant Head (Gifted & Talented)

MONITORING, EVALUATION AND REVIEW

This policy is the responsibility of the Governors' Curriculum Committee and is monitored on an annual basis.