

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

More Able, Gifted and Talented Policy 2022-2023

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1. Aims

Safa Community School is committed to providing an environment which encourages all students to maximise their potential. This includes students who display some form of exceptional ability or talent.

2. Purpose

- To encourage all students to be independent learners.
- To recognise and celebrate achievements.
- To provide a wide range of extra-curricular activities.
- To provide work at an appropriate level for all.
- To provide opportunities for students to work with like minded peers.
- To ensure that children make better than expected progress, regardless of their starting point.
- To provide teachers with professional development opportunities to ensure that quality first teaching challenges cater for more able, gifted and talented.

3. Definitions

Safa Community School uses the definition which is based on Gagne's Differentiated Model of Giftedness and Talented (DMGT):

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- Intellectual
- Creative
- Social
- Physical

Talented students are those whose skills are distinctly above average in one or more areas of human performance.

Those students who demonstrate, or have the potential to demonstrate, extremely high levels of ability, compared with their peers across the entire population, will be referred to by the term '**More Able**'.

4. Identification of Students

Before identifying any students, we aim to ensure that all students have had the opportunity to learn and succeed, this makes the process of identification fair. Everyone has the responsibility to recognise and value students' abilities.

Gifted and Talented or More Able students will be identified using a variety of methods. These include:

- Nomination by parent, self and/or teacher
- Academic grades - both standardised testing (CAT4 -130 or more in one or more than one domain) and GL tests) and internal assessments
- Data analysis identification by Head of Department/Senior Leaders
- Observations
- Classroom activities and work samples
- Response to challenges such as competitions
- Interviews or surveys
- Behavioural checklists

Specialist teachers have set criteria to support with identification of children in their subject area. Once a child has been identified, they then follow the steps outlined in appendix 1 to ensure that challenge and progress is at the appropriate level for each child.

(see appendix 1 - Identification of More Able, Gifted and Talented at SCS)

5. Provisions

Quality first teaching should provide challenges to ensure all MAGT students are high attaining with better than expected progress. Additional provisions and opportunities will be planned for by Heads of Year and Heads of Departments. These will be monitored regularly through our rigorous monitoring and evaluating schedule. This will include:

- Learning views
- Learning walks *
- Lesson Observations *
- Collective expertise *
- Discussions and completing questionnaires with the children
- Analysis of data
- Primary Provision maps

** These will be dependent on safety restrictions due to COVID-19*

Classroom Differentiation

Teachers should have high expectations and tasks will be designed recognising existing levels of knowledge, skills and understanding. There will be planned extensions, open-ended tasks, critical thinking and reasoning opportunities incorporated into all lessons.

Personalisation

All children on the MAGT register will have individual targets to further develop their skills. These are monitored and reviewed regularly by the class teacher, curriculum leaders, Head of MAGT and the senior leadership team during learning views. In Secondary Mathematics an Accelerated Learning Pathway has been designed to support MAGT students.

School and Wider Community Opportunities *

** These will be dependent on safety restrictions due to COVID-19*

In addition to enrichment and extension within classes, Safa Community School provides children with a range of school and community opportunities .

These include:

- Debating and Public Speaking
- School based clubs *
- Enrichment opportunities
- Opportunities for performance
- Specialist teaching
- Student Leadership opportunities
- Partnerships with other schools
- Competitions
- Excursions and field trips *

6. Tracking and Monitoring

All children who are identified as MAGT will be placed on the MAGT register. In Primary, work completed by MAGT students are evidenced on Seesaw for different subject areas and Edukey is used in Secondary to create an evidence bank for each student. Progress and attainment will be reviewed throughout the term to ensure students are on track to make better than expected progress. Where this is not the case, suitable intervention should be put in place.

7. Roles and Responsibilities

The Senior Leadership Team will decide on targets for the School Development Plan, to coordinate and work in line with Curriculum Action Plans. This will be used to develop and build on the school's provision for all students. A named governor will take specific interest in the school's arrangements for MAGT students and will work with the responsible leadership on the review and development. This policy will be reviewed by the Senior Leadership team at the end of the academic year, July 2023.

This Policy should be read along with:

Assessment Policy

Learning and Teaching Policy

Appendix 1 - Identification of MAGT students at SCS

More Able, Gifted and Talented Identification at Safa Community School:

Key Stage 1 (Identifying Giftedness)

Step 1

Observations, nominations and/or analysis of assessments will identify children who are **exceeding** expectations.

Step 2

Over the term, the class teacher should gather further evidence related to the child from formative assessment - observations and Seesaw Skills.

In summative assessment the child should be put as either (E4 - BL, E5 - MY or Above POS - EOY) This will then flag the student before step 3 takes place.

Step 3

Evidence to support an exceeding child will be taken to Year Group meetings. Team discussion and moderations will decide:

Is the child being extended and demonstrating that they are exceeding expectations?

Yes

No

Child is referred to the Curriculum Team and Head of Assessment who will then add the student to the MAGT register.

Year Leader and MAGT lead to discuss strategies to be implemented to further extend within lessons and continue to monitor the child. Student name placed on the monitoring register.
Return to **Step 2.**

Step 4

Once on the MAGT Register, the class teacher will continue to monitor progress, setting challenges. Individualised targets are set throughout the year and renewed when achieved. Any interventions or provisions will be put in place and these will be tracked and monitored by Curriculum/Subject Leaders. Children will be added to the MAGT challenge Seesaw group and an Edukey profile will be created.

More Able, Gifted and Talented Identification at Safa Community School

Key Stage 2

Step 1

Observations, history, nominations and analysis of assessments (Progress Tests, CAT4 and internal - SAS above 126? will identify children who are **exceeding** expectations.

Step 2

Over the term, the class teacher should gather further evidence related to the child from formative assessment - observations and Seesaw Skills.

In summative assessment the child should be put as either (E4 - BL, E5 - MY or Above POS - EOY) This will then flag the student before step 3 takes place.

Step 3

Evidence to support an exceeding child will be taken to Year Group meetings. Team discussion and moderations will decide:

Is the child being extended and demonstrating that they are exceeding expectations?

Yes

No

Child is referred to the Curriculum Team and Head of Assessment who will then add the student to the MAGT register.

Year Leader to discuss strategies to be implemented to further extend within lessons and continue to monitor the child. Student name placed on the monitoring register.
Return to **Step 2.**

Step 4

Once on the MAGT Register, the class teacher will continue to monitor progress, setting challenges. Individualised targets are set throughout the year and renewed when achieved. Any interventions or provisions will be put in place and these will be tracked and monitored by Curriculum/Subject Leaders. Children will be added to the MAGT challenge Seesaw group and an Edukey profile will be created.

More Able, Gifted and Talented Identification at Safa Community School

Key Stage 3/4/5

Step 1

Observations, history, nominations and/or analysis of assessments (Progress Tests, CAT4 - above 130 in one or more than one domain and internal data) will identify students who are **predicted to achieve high scores in GCSE/A Level and are exceeding** expectations.

Step 2

Over the next two weeks, the class teacher should collate evidence to support the assessment data of the student. This will include samples of work, mastery tasks and informal teacher observations. In summative assessment the child should be put as either Mastery in KS3, a grade 8/9 in KS4 and a grade A/A* in KS5.

Step 3

Evidence to support an exceeding child will be taken to the Head of Department. Team discussion and moderations will decide:

Is the child being extended and demonstrating that they are exceeding expectations?

Yes

No

Child will be added to the MAGT register by the MAGT Lead.

Heads of Department in conjunction with the MAGT lead to discuss strategies to be implemented in lessons to further extend within lessons and continue to monitor the student. Student name placed on the monitoring register.
Return to **Step 2**.

Step 4

Once on the MAGT Register, the class teacher will continue to monitor progress, setting challenges and individualised targets throughout the year. These will be reviewed at each assessment cycle and new targets set. Any interventions or provisions will be put in place and these will be tracked and monitored by Curriculum/Subject Leaders. Children will be added to Edukey in order to collate evidence and profile of learning.