

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 2024-2026

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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 quality first teaching that challenges more able, gifted and talented pupils.

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 subject teachers
- MAGT Identification Checklist - KS1 - [KS2](#) - KS3-KS5
- Academic grades on internal assessments and report cards
- CAT4 Test scores (Mean score of 133 or Higher)
- GL Progress Test scores (Stanine of 8 or 9)
- Data analysis identification by Class Teacher/Head of Department/Senior Leaders
- Learning Walks
- Classroom activities and work samples
- Response to challenges such as competitions
- Interviews or surveys
- Moderations

Specialist teachers have set criteria to support 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. Registers

The MAGT registers are regularly updated in accordance with data analysis and teacher recommendations. The registers can be accessed using these links:

Primary MAGT register - [Primary Folder](#)

Secondary MAGt register - [MAGT Secondary Folder](#)

6. 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 Challenge Leads, 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
- Book Moderations
- Discussions and completing questionnaires with the children
- Analysis of data
- Primary Provision maps

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 an individual target each term based on our learning gears and solo taxonomy. These are monitored and reviewed regularly by the class teacher, curriculum leaders, Head of MAGT and the senior leadership team. In Secondary Mathematics an Accelerated Learning Pathway has been designed to support MAGT students.

School and Wider Community Opportunities

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

These include:

<u>Primary and EYFS</u>	<u>Secondary (KS3, 4, 5)</u>
Debating and Public Speaking	Dubai Maths Super League Competitions
School based clubs	UKMT Maths Challenges
Enrichment opportunities	ECA for Computer Game Building
Excursions and field trips	Lumi Network Program
Competitions	Mentoring Opportunities
Specialist teaching	Spelling Bees
Year 6 Science Fair	Language Competitions
Student Leadership Opportunities (e.g Head Boy/ Girl)	School Musicals, Concerts and Art Exhibitions
	KenKen Competitions
	Judging for competitions in Primary
	Helping with organising competitions for Primary
	Art and Photography Competitions
	Student Leadership Opportunities (e.g Head Boy/ Girl)

7. Tracking, Monitoring and Analysis

All children who are identified as MAGT will be placed on the MAGT register (link shared in Section 5). The pupils' grades for each Assessment Point will be input to the register, so that progress can be tracked more easily. Edukey will be used to create an evidence portfolio 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. Following the BL, MY and EOY teacher assessments, data is analysed to ensure MAGT students are exceeding expectations and making better than expected progress. This data is used to flag prospective MAGT students for monitoring and to also identify MAGT students who are not achieving: this allows for early intervention.

8. The National Association for Able Children in Education (NACE)

The National Association for Able Children in Education (NACE) is an independent charity that was founded 40 years ago. The NACE works with schools and educational leaders to help them improve their provision for their most able students. The main focus of the NACE is on meeting the needs of more able students and subsequently embedding a culture of high expectations for all students, which will in turn provide all young people with opportunities to flourish.

The NACE provides a wealth of resources, as well as webinars, coaching, training, CPD and networking opportunities, so that they can share their best practice and guidance. The resources and training provided focus on developing

high-quality provision for more able learners and supporting whole-school improvement, and their methods are supported by academic research. As a member of the NACE, we aim to make the most of the resources and training that are provided by the organisation in a number of ways, across both the Primary and Secondary Schools.

Firstly, we aim to share the resources provided by NACE with the Primary and Secondary teaching staff, so that we can all benefit from them. Teachers from both schools will be able to access and use the resources at their discretion.

Secondly, we aim to provide training to Primary and Secondary teachers on how to use the resources that have been provided, for example by accessing the webinars that will be put on by NACE. Additionally, we intend to network with other schools in Dubai that are also member schools of NACE, so that best practice can be shared with them.

Information about NACE - <https://www.nace.co.uk/page/about>

9. 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 2026.

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 Giftness)



Step

1 Observations, nominations and to/ analysis of assessments will identify children who are significantly exceeding expectations.

- MAGT checklist demonstrates multiple areas ticked.

Step

2 Over the Term, the class teacher should gather further evidence related to the child from formative assessment - observations, questioning and book work. This should be discussed through Pupil Progress Meetings.

In summative assessments the child should be identified as follows;

- Baseline - E4
- Mid Year - E5
- End of Year - Above POS


This will then flag the student before Step 3 is taken.


Step

3 Evidence to support a significantly exceeding child will be taken to Year group meetings, moderations, as well as Pupil Progress meetings. This will decide:

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

Yes





Child is referred to the Head of MAGT and Head of Assessment who will then add the student to the MAGT register (Year 2).

Year Leader and MAGT leader to discuss strategies to be implemented to further extend within lessons and continue to monitor the child through thorough tracking. Student to be placed on the monitoring register. Return to Step 2.

Step

4 Once on the MAGT register, the class teacher will continue to closely track and monitor progress. 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 Leaders, Heads of Year and Head of MAGT. An MAGT profile will be created on Edukey and will be regularly updated throughout the academic year.

More Able, Gifted and Talented Identification at Safa Community School



Key Stage 2 (Identifying Giftness)

Step

1

Observations, nominations and analysis of assessments will identify children who are significantly exceeding expectations.

- Progress Tests and CAT4 - SAS 133+.
- MAGT checklist demonstrates multiple areas ticked.

Step

2

Over the Term, the class teacher should gather further evidence related to the child from formative assessment - observations, questioning and book work. This should be discussed through Pupil Progress Meetings.

In summative assessments the child should be identified as follows;

- Baseline - E4
- Mid Year - E5
- End of Year - Above POS

This will then flag the student before Step 3 is taken.

Step

3

Evidence to support a significantly exceeding child will be taken to Year group meetings, moderations, as well as Pupil Progress meetings. This will decide:

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

Yes



No



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

Year Leader and MAGT leader to discuss strategies to be implemented to further extend within lessons and continue to monitor the child through thorough tracking. Student to be placed on the monitoring register. Return to Step 2.

Step

4

Once on the MAGT register, the class teacher will continue to closely track and monitor progress. Individualised targets are set throughout the year and renewed when achieved. Any intervention or provisions will be put in place and these will be tracked and monitored by Curriculum Leaders, Heads of Year and Head of MAGT. An MAGT profile will be created on Edukey and will be regularly updated throughout the academic year.

MAGT Identification Checklist KS1 & KS2

Watchlist for children in FS and KS1 - treated as MAGT with regards to challenge and enrichment. Not formally placed on the register until Year 2.

MAGT students are likely to exhibit several of the following characteristics:	Tick if applicable	
A mean SAS score of +128 in CAT4 Or a score of above 133 in a specific area		
GL SAS score +133		
NGRT SAS +130		
Consistently produce outstanding work in class, above the level of their peers.		
Exhibit advanced problem solving skills.		
Able to draw inferences, see alternative configurations and relationships and adopt alternative strategies.		
Communicate thoughts and ideas well		
Can self-regulate/guide their own learning. Show great initiative, work independently.		
Learn new ideas and concepts quickly/easily.		
Good at reasoning/logical/analytical thinking.		
Area of identification:	Maths	
	Science	
	Reading	
	Writing	

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.