

GEMS Metropole
More Able, Gifted and Talented Group Overview
2023-2024

Rationale

At GEMS Metropole we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with GEMS Metropole's ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. Our ethos is to value the individuality, gifts and talents of all our students.

Definition and Identification

This policy applies to "students who have demonstrated uncommonly high potential knowledge and/or skills in one or more academic or non-academic endeavours." Within this policy we identify children as '**more able**', '**gifted**' or '**talented**'.

More Able

These pupils show particular academic strength in a curriculum area(s) and are performing in the top 20% of their year group in standardised assessments.

Gifted

Pupils identified as 'gifted' perform in the top 8% of their year group in standardised assessments. The term **gifted** applies to pupil who "possess exceptional natural ability."

Talented

Whilst **talented** pupils are "gifted students who are able to transform the ability into exceptional performance through effective provision."

Identification

There are a wide range of identification strategies available to teachers. It is important to note that no single process can be used in isolation. The identification process needs to be ongoing. In the case of children with a dual or multiple exceptionalities, class teachers will work closely with the HoD/HoY/MAGT lead, as assessment may need to be tailored to the individual needs of the child.

Identification strategies may include:

	More Able	Gifted
Academic *Exception can be made if two or more batteries are above these stated figures where a known issue is reducing another area such as a pupil having moved country and not being fluent in English causing a reduced verbal score.	Achieves a MEAN SAS above 125, or one individual SAS over 128 in the CAT4 assessment Ongoing high performance GL assessments at the levels stated above New Group Reading Test Data with three years or more above from their birth age (*capped at 17.00 years of age)	'Gifted and Talented' pupils achieve MEAN SAS above 128, or an individual SAS of 130 or above in two separate batteries . Ongoing high performance GL assessments at the levels stated above New Group Reading Test Data with three years or more above from their birth age (*capped at 17.00 years of age)

Following research based in the UK and data analysis completed by the Department for Education, GEMS Metropole acknowledges that children are often affected by their month of birth which can mask talents in younger pupil within the cohort or when children are very young can over emphasis talents in older pupils.

"Crawford, Dearden & Meghir (2007)⁶⁵ investigated the question of which factors drive the observed attainment disadvantage for summer-born children" finding that "simply that they are almost a year younger when they sit them". There were additional small effects lasting as far as Key Stage 2 which could be attributed to age of starting school or length of schooling. The gap between the oldest (September-born) and the youngest (August-born) children narrows from an odds ratio of 3.8 at age five to 1.9 at age eleven, and 1.4 at age sixteen."

To ensure the group provides a fair assessment system for all pupils, standardised testing is used as part of the identification procedures which standardises scores based on a child's birth age. Alongside this, MAGT children will not be officially identified until they reach Key Stage two. Prior to Year 3 children who staff feel may be showing strength in particular areas should be placed on a monitoring list and stretched within the class provision.

GEMS Metropole More Able, Gifted and Talent Policy

PROVISION

Where a student is gifted or talented in one or more areas, they will be supported with explicit extensions planned within the classroom setting to ensure a high level of expectation is prevalent. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

Planning for 'more able, 'gifted' & 'talented' students:

- Identifying provision for 'gifted' and 'talented' students in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or student grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities
- Project based activities.

Challenging 'more able, 'gifted' & 'talented' students:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative, productive and critical thinking

WHOLE SCHOOL APPROACH

- Acceleration is not usually recommended, as social difficulties through differences in levels of maturity may exist. Most often possible to address the needs of More Able Gifted and Talented children within the appropriate cohort, whether in the classroom or in tailored activities. On occasions, it may be appropriate for children to work alongside older children, through extra-curricular activities, cooperating with older year groups, including from the Junior School to Senior School. For example, A-level / IB Students and teachers (Y12 and Y13) will support through mentoring programme to transfer skills, share knowledge and inspire Junior School children who have been identified as More Able, Gifted and Talented

ROLE OF MAGT LEAD

- Lead and support staff in the identification of and provision for children who are More Able, Gifted and Talented
- Update, develop and modify the More Able Gifted and Talented provision each year
- Lead and coordinate More Able, Gifted and Talented Extra Curricular Activities.
- Maintain a More Able, Gifted and Talented register
- To track and monitor data of children on the More Able, Gifted and Talented register
- To produce and maintain More Able Gifted and Talented Policy and Action Plan
- To organise participation in city, national and international competitions and events for children identified as More Able, Gifted and Talented.
- To develop and enhance 'teaching to the top' in classroom teachers and specialist teachers.
- Ensure parents and carers of children identified as More Able Gifted and Talented are fully informed of the provision their children are receiving and further to encourage their active involvement in their child's learning.

ROLE OF THE DIRECTOR OF INCLUSION

- To liaise and support the Heads of Department, Heads of Year and MAGT lead as they coordinate identification of and provision for children identified as More Able, Gifted and Talented.

PARENT/CARERS PARTNERSHIP

- GEMS Metropole School recognises the importance of forming a partnership with the parents/carers of children identified as More Able, Gifted and Talented.
- The school will foster open communication regarding, methods of identification, our provision and strategies that will enhance the progress of their child.
- Parents will be encouraged to enhance the learning experience by transitioning strategies to their children life beyond the classroom.