



Hampton Hargate Primary School

More Able, Gifted and Talented Policy

Date: SPRING 2026
Review date: SPRING 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1.Introduction

1.1 At Hampton Hargate Primary School we aim to provide a broad and balanced curriculum that is engaging and appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We believe we can make a difference in enabling pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for the most able, gifted and talented pupils, the standards of achievement are raised for all pupils. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able' 'gifted' or 'talented'.

1.2 The terminology our school will use to define our higher achieving pupils will be:

- **more able pupils** are those identified as achieving above the core of the class in any curriculum area;
- **gifted Pupils** are those who have the ability to excel **academically** in one or more subjects such as Literacy, Numeracy, History etc;
- **talented pupils** are those who have the ability to excel in practical and artistic subject areas such as sport, DT, Art, Drama etc.

We will strive to identify those most able, gifted and talented children who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help them overcome them.

1.3 While we recognise and cater for these particular categories of children in our school, we respect the right of all children, irrespective of differences in ability, to access all areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our Vision statement, we declare 'In pursuit of excellence we will always endeavour to demonstrate best practice, promote the spiritual, moral, cultural, mental and physical development of pupils - in our school and in society - and prepare the children for the opportunities, responsibilities and experiences of later life'.

2 Aims and objectives

2.1 Our aims are to:

- ensure that we recognise and support the needs of all our children
- enable all children to develop to their full potential
- offer children opportunities to generate their own learning and challenge themselves
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently
- provide opportunities to realise and develop specific skills and talents
- develop the 'whole child' with regard to social, intellectual and creative development
- improve the motivation, resilience and self-esteem of most able and talented pupils

- fostering a culture of achievement by creating a climate of learning and excellence throughout the school

3 Identification of more able, gifted and talented children

3.1 There are a number of identification and assessment strategies available to gauge more able, gifted and talented children. It is important to note that no single method is perfect or should be used in isolation.

3.2 The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.3 Children undergo baseline assessment within the first half-term of joining our reception class. We use government baseline, school baseline, and teacher observations to make these judgements. During the baseline assessment we are able to identify children who demonstrate secure skills and an aptitude in each of the seven areas of learning.

3.4 As the children progress through the school, they are assessed regularly to ensure that they are making the sort of progress that we are expecting of them against their personal targets.

3.5 The children undertake national tests in Year 6, plus assessment in all subjects throughout years 1, 2, 3, 4 and 5. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

3.6 Each teacher regularly reviews the children's progress and records this on the School Tracking System. Formal assessment of each child's progress in reading, writing, SPAG, numeracy and science are recorded half termly and progress meetings within teams take place. These assessments are monitored by the subject co-ordinators and senior management team. Teachers discuss each child's progress with parents and carers at the termly consultation evenings, and report annually on each child's progress in July.

3.7 The names of pupils identified as most able, gifted and talented in our school are recorded on our More Able, Gifted and Talented register so that their progress can be specifically monitored.

3.8 Pupils may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve.

3.9 Once a child has been identified and their details have been added to the register, their abilities will be continuously monitored. The child will remain on the register for as long as it is appropriate. There may be occasions where a child is removed from the register if their ability no longer exceeds that of their peers.

3.10 We also welcome nominations from parents and external agencies such as sports coaches and peripatetic music teachers, regarding any skills, talents or abilities which help us build a fuller picture of a child.

4 Provision – Teaching, learning and organisation

4.1 Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and are able to do, and we aim to do this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent study;
- working with others of like ability;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning;
- planning of work to indicate appropriate resources and materials which can be used to develop the thinking skills of more able, gifted and talented children;
- the delivery of a broad and balanced and differentiated curriculum, which meets the needs of all pupils;
- challenge, the role of the teacher is vital in challenging the thinking of the most able or gifted child;
- Questioning, targeted to raise the level of thinking for those MAGT children.
- regular problem-solving opportunities to allow the children to refine and apply their skills to 'real life' situations.

4.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

4.3 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

4.5 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

4.6 Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively.

5 Monitoring of Progress

5.1 Each pupil is monitored by his or her class teacher who sets regular targets and monitors the achievement of those targets.

The class teacher's role includes:

- identifying more able, gifted and talented children within their class as soon as possible;
- assessing and gather data to support the nomination;
- liaising with the MAGT Co-ordinator and parents/carer throughout the time the pupil is in their class;
- including provision in medium and short term plans as appropriate.

5.2 There is a nominated teacher who coordinates the provision and practice within the school for the more able, gifted and talented children called the More able, Gifted and Talented Coordinator. This role includes:

- running a register of most able, gifted and talented pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- coordinating events and activities to provide opportunities for more able, gifted and talented children;
- analysing assessment results and comparing results to the National average as well as expectations generated by tracking;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers, governors and LA officers on related issues.

6 Monitoring and Review

6.1 The governor with responsibility for more able, gifted and talented issues monitors the school provision for more able, gifted and talented pupils. The governor will work with the school's Most able, Gifted and Talented Coordinator in support of the school's efforts to help these pupils to reach their full potential.

7.2 The MAGT Coordinator provides feedback to the governing body on a bi-annual basis.

7.3 The MAGT Coordinator collects samples of work from the higher achievers in order to demonstrate the standards that they are achieving, and planning from class teachers to ensure that provision for MAGT learners is being made. We use these examples to inform the process of identifying more able, gifted and talented children combined with assessments.

7.4 This policy will be reviewed every two years, or earlier if necessary.

Review date: April 2028