

More Able, Gifted and Talented Policy



Definitions

Up to the top 10% of students in each year group will be identified as one of the following:

- More Able – students whose data when joining Weavers puts them in the top of their year group
- Gifted – students who show the highest levels of achievement in an academic subject
- Talented – students who show the highest levels of achievement in sports or arts areas

Additionally, students are identified as HAPs based on criteria issued from our Trust regarding high attainment from primary school

Identification

Identification can occur through the following methods and will take place in September each year:

- Teacher identification by emailing the MAG&T coordinator
- Parent identification by emailing the school FAO MAG&T coordinator
- Student identification by contacting any member of staff who then passes onto MAG&T coordinator, or to the MAG&T coordinator directly

From this, the MAG&T coordinator will compare to the identification guidelines and make a decision. Where students meet the criteria but the result means that the result takes us beyond 10% of the year group, students will be rank ordered and only the top 10% will be identified.

More Able – top students in each year group based on:

- Year 7-11 cohorts – KS2 or CATs Standardised score in the top 10% of the year group (minimum of 110)
- Sixth Form – GCSE Results in the top 10% of the year group (minimum of all grade 8/9)

Gifted – students achieving the highest grades in Assessment Points (the guide below shows where students should start the year)

Yr	English
7	KS2 standardised English and Maths results
8	Completing work that well beyond age related expectations
9	
10	Current achievement is 8
11	Current achievement is 9
12	Achieved a 9 at GCSE in that subject
13	Achieved an A at AS in that subject

Talented – identification of enhanced achievements in sports or arts areas. The following are examples of criteria that should be used as a guide to identify students:

Yr	Sports	Art	Dance	Drama	Music
	<ul style="list-style-type: none"> Performing at a county or club level in selected sport 		<ul style="list-style-type: none"> Achieving top 3 in regional competitions 	Performing at a semi-professional level; accredited in professional theatre/tv/film/radio performance. Enrolled in National Youth Theatre or NYMT, or working in association with professional PA company, ie Frantic Assembly or similar.	
7			RAD Grade 4	Trinity/LAMDA Grade 3	ABRSM Grade 3
8			RAD Grade 5	Trinity/LAMDA Grade 4	ABRSM Grade 4
9			RAD Grade 6	Trinity/LAMDA Grade 5	ABRSM Grade 5
10		8 at GCSE	RAD Grade 7 8 at GCSE D at BTEC	Trinity/LAMDA Grade 6 8 at GCSE	ABRSM Grade 6 8 at GCSE D at BTEC
11		9 at GCSE	RAD Grade 8 9 at GCSE D* at BTEC	Trinity/LAMDA Grade 7 9 at GCSE	ABRSM Grade 7 9 at GCSE D* BTEC
12		9 at GCSE	D* at BTEC	Trinity/LAMDA Grade 8 9 at GCSE/D* at BTEC	ABRSM Grade 8 9 at GCSE/D* at BTEC
13		A at AS	D* at BTEC	Trinity/LAMDA Diploma A at AS Level	ABRSM Diploma A at AS D at BTEC

Objectives

- More Able and HAPs – students should be extended in all lessons across the academy, regardless of current achievement. All teachers must differentiate for these students with specific actions that aim to improve their progress and raise their achievements to the highest levels across the board. Those students who are exceeding the top levels within subjects should be provided for with a bespoke educational package within their classroom environment that extends or increases their current skills.
- Gifted – students are extended in their identified subject lessons. They should be provided for with a bespoke educational package within their classroom environment that extends or increases their current skills.
- Talented – students are extended in their identified subject lessons. They should be provided for with a bespoke educational package within their classroom environment that extends or increases their current skills.

The bespoke educational packages that are mentioned above, will depend on the individual student and their specific skill set. These should be delivered within the student's current class and should be measurable but should not be seen as a reason to move them into different classes or rooms.

Examples could be:

- Work that puts students through different or more qualifications than the rest of the class
- Work that extends and enhances current skills more than the rest of the class
- Work that develops new and different skills than the rest of the class

Roles and Responsibilities of Staff

	Gifted/Talented in your area	Gifted/Talented in a different area	More Able and HAPs
Gifted and Talented Co-Ordinator	Monitor and track identified students. Liaise with, and support, all staff who work with identified students on planning for rapid progress and the highest achievement.		
Head of Faculty/ Subject	Plan and monitor the objectives and content of bespoke educational work for the relevant student to ensure stretch and challenge, whilst still fulfilling content and assessment requirements.	For students who are gifted or talented in another subject area, other subjects do not need to differentiate specifically for these students. However, teachers may wish to use the student's interests and talents to help them access their lessons.	Ensure that schemes of work include extension activities at different levels of attainment that support students in making rapid progress towards the higher levels. Have an action plan for any students who are substantially underachieving either across the board or in your subject only. Plan and monitor the objectives and content of bespoke educational work for the relevant student to ensure stretch and challenge, whilst still fulfilling content and assessment requirements.
Class Teacher	Ensure that there are specific differentiated learning activities in every lesson to enable the student to make rapid progress from current attainment towards the highest levels of achievement. Deliver the planned bespoke package of education alongside the teaching of the rest of the class.		Ensure that there are specific differentiated learning activities in every lesson to enable the student to make rapid progress from current attainment towards the highest levels of achievement. Deliver the planned bespoke package of education alongside the teaching of the rest of the class.
Form Tutor	NA	<ul style="list-style-type: none"> • Monitor the wellbeing of the student in regards to the expectations and pressure they are under. • Support the student in completing work and time management. • Encourage high aspirations and achievement. 	