Kew Green Preparatory School

More Able, Gifted and Talented policy

1. Rationale

This policy document is a statement of the aims, practices and strategies we have agreed to ensure the effective and efficient provision for 'gifted and talented' children at Kew Green Preparatory School. It takes into account the Keeping Children Safe in Education (September 2025) and the aims and ethos of the school, as outlined in school documentation, including the Learning and Teaching Policy and the Inclusion Statement.

Kew Green Preparatory School works to recognise and realise the potential of every child in our community. Provision for 'gifted and talented' children fits squarely within this mission. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

2. Definition

It is generally accepted according to the 'Excellence in Cities' initiative, that GIFTED refers to children who are achieving or who have the potential to achieve in advance oftheir peers in one or more academic subject. TALENTED refers to children who are achieving or who have the potential to achieve in advance of their peers in Music, Art, PE, or in any other Sport or Creative Arts, e.g. Drama.

3. Aims

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify children achieving and those with the potential to achieve at a level beyond their peers, and to make appropriate provision which stretches them inareas of strength and develops them in areas of relative weakness.
- To provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum and through enrichment by independent enquiry or investigation.

4. Identification

Identification will be an ongoing process aided by both formative and summative assessment.

In consultation with SLT, middle leaders and the Head of Data, Teachers may identify several children from the most able of their year group in a subject who may be deemed 'Gifted and/ or Talented'. It should be noted that there may not be a gifted or talented child within a particular year group. Teachers can also identify in this manner the 'more able', a group of children identified for further challenge.

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving, more able children. It will also be alert to the necessity of including children at the earlier stages of English language fluency.

The above groups will be regularly reviewed to ensure that children access the most appropriate provision.

The quantitative and qualitative identification measures will include some of the following:

- Prior attainment records
- Baseline assessments
- Teacher assessments
- Class profiles
- Teacher nomination – exceptionally gifted and talented pupils are those who fall into the top 5%-10% of the school population
- Discussion with parents/ peers/ pupil
- Ongoing formative assessment
- Assessment test scores: Cognitive Ability Tests (CATs), reading, spelling, English, Maths, etc
  (please note that in our setting a standardised score of 130+ ***may*** *indicate a 'gifted' child and a standardised score of 120+* ***may*** *indicate a 'more able' child)*
- Classroom observation
- Educational psychologist assessment
- Performance out of school

5. More Able, Gifted & Talented Register

The More Able, Gifted and Talented register is reviewed and updated each term. This is a document kept for internal purposes to share information between staff and raise awareness, monitor and support More Able, Gifted and Talented children.

6. Provision – distinct teaching environment

A. Strategies within the classroom

- Varied and flexible grouping within a year group
- Withdrawal of able and very able children for higher level work within small groups (ifsuitable for the lesson of task)
- Upward differentiation/extension in schemes of work when appropriate
- Teaching thinking skills in a subject context e.g. problem solving, decisionmaking
- Asking higher order questions which encourage investigation and enquiry
- Enabling children to evaluate their own work

B. Study Support

We provide a variety of enrichment opportunities which includes

- A wide range of extra-curricular activities and clubs
- Opportunities for artistic, musical, dramatic and sporting development
- Enrichment opportunities within and beyond the core subjects
- Competitions
- Appropriate pastoral care
- Additional resources

7. Responsibilities

Head of MAGT responsibilities:

- Supports staff in developing MAGT provision
- Contributes to and manages the records of all children with MAGT on the system
- Keeps Head informed about provision, training needs and pupil needs
- Maintains a current register of pupils (termly)
- Offers advice and support with the identification of MAGT
- Liaise with external agencies
- Identify areas of need within school
- Provide opportunities for in-service training on MAGT issues
- Tracks pupil progress to help identify MAGT pupils
- Monitors and evaluates the MAGT provision and report to the head teacher
- Purchase appropriate teaching materials to meet the needs of individual orgroups of children
- Carry out observations of individual children to help support provision for them
- Helps to organise enrichment activities for whole school with the needs of MAGT provision in mind where possible

The Headteacher/SLT will be responsible for:

- Overall policy setting
- The depth and breadth of the curriculum
- Whole school assessment and monitoring systems
- Leading/ facilitating the provision for the more able
- Monitoring the implementation of the agreed policy
- Compiling and maintaining an up-to-date list of more able children
- Co-ordinating provision
- Developing expertise in this area through appropriate INSET
- Sharing expertise with other staff and directing them to appropriate INSET
- Supporting and monitoring curriculum planning which ensures differentiated provision
- Purchasing and organising resources to facilitate the teaching of more able children

The Subject Leaders will be responsible for:

- Advising others of suitable strategies for extending the most able in their subject
- Purchasing and disseminating appropriate resources
- Assisting colleagues with differentiated planning
- Monitoring provision for the more able in their subject

The Class Teacher/ Subject Teacher will be responsible for:

- Identifying the more able in their class
- Ensuring appropriate provision through differentiated planning
- Using appropriate resources to challenge the more able
- Monitoring the progress of the more able and gifted in accordance with the school's Assessment Policy and by checking against the quantitative and qualitative identification measures detailed in Section 4.

8. Monitoring and Evaluation

This policy and its effectiveness will be reviewed by the Headteacher/SLT against the aims set out above and against whole school targets. The Class Teacher will be responsible for reporting the progress of the more able in his/ her class to the Headteacher/SLT.

9. INSET requirements

Staff will attend MAGT courses which are of interest and have a particular bearing on children they are supporting.

Subject Leaders, in consultation with SLT, will source relevant courses to support the implementation of this policy.

10. Links with other school policies and documents

- Whole School Development Plan
- Subject Development Plans/ Policies
- Curriculum Policy
- Medium and short-term plans
- Assessment, Recording and Reporting Policy
- Budget plans
- INSET plans

Written by: Headteacher, September 2013
Last reviewed: September 2025 by Head of Data, 11 & DSL in agreement with Head of MAGT
Next review date: September 2026