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St. Peter's C.E. Primary School
More Able, Gifted and Talented Policy



'Let Your Light Shine'
Matthew 5:16

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



More-Able, Gifted and Talented (MAGT) Intent

At St. Peter's we seek to provide a curriculum that is appropriate to the needs and abilities of all our children. All children have the right to a broad and balanced curriculum which ensures continuity and progression. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture and develop our children. We recognise that pupils should be educated in a way that enables them to work at the highest level, in accordance with their ability and interest. In addition, we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person. At St Peter's all our pupils are entitled to receive the support and challenge that will enable them to achieve their full potential.



Fundamentals

At St. Peter's we seek excellence in the education of our more-able, gifted and talented pupils. We aim to deliver opportunities that:

- Provide all children with a challenging, extended and enriched curriculum.
- Ensure that all children receive an education appropriate to their abilities.
- Provide teaching which makes learning challenging and enjoyable.
- Identify the needs of the most-able.
- Encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge the more-able, gifted and talented pupils at levels appropriate to their ability.

- Support teachers in recognising the wide range of pupils' talents and abilities.
- Encourage a dialogue between parents, staff and pupils in respect of pupils' special talents, abilities and developmental needs.
- Provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.
- Monitor the progress of and evaluate the impact of developments arising from this policy.



Definitions

We have high expectations of all our children and this is rooted in our school ethos. The following definitions have been identified as three key areas:

- Talented pupils are those with a particular ability in art, music, sport or the performing arts.
- More Able pupils are those with the potential to achieve at a higher level than the majority of their peers in 'academic' subjects such as Mathematics, English, and Science.
- Gifted pupils are those capable of exceptional performance representing around 1-2% of the population nationally.

We identify children who are within one or more of these areas. Our monitoring and tracking systems are updated regularly for all groups of children across the school following discussions with teaching staff and assessment moderations.



Identification

At St. Peter's identification strategies for more able pupils are part of quality first teaching which ensures that challenge, enrichment and effective provision is accessed by our children. There are many ways in which teachers can identify children's special abilities and talents. These include:

- EYFS baseline assessments, which are carried out in the Autumn 1 term. Any children who join the school throughout the year also complete this assessment upon entry.
- Y1-Y6 have termly assessment weeks using National Test-style Standardised Assessments for Reading, Spelling and Grammar and Maths.
- Internal and external writing moderation.
- SATS tests at the end of KS2.
- Teacher observation and ongoing classroom assessments.
- Talented pupils are identified through teacher judgement and through assessments of relevant professionals with specific skills in the field
- Discussion with other staff/senior leaders
- Discussion with pupils/self and peer group identification.
- Discussions with parents/carers including information relating to external clubs.

Children working at a greater depth in Reading, Writing and Maths are entered onto the MAGT tracker by the MAGT Leaders. The tracker is updated regularly following summative assessments, and shared with teachers. A register of able and talented pupils in foundation subjects is kept by the MAGT leaders and can be accessed by staff. Identified children can be added or removed to/from the register at any point in the year as necessary.

In order to support teachers in making judgements for more able and talented pupils in specific subjects, subject leaders have created a 'Bucket List' (see Appendix 1 for example) for their curriculum area. This outlines criteria for what working at a more able/talented level looks like for the specific subject.

External agencies work with classes in PE at different points of the year and assist in enriching our PE content and identifying talented pupils. Children are identified and targeted for extra-curricular activities within and outside of school.

KS1/KS2 have a music specialist teacher once a week, who also supports staff with identifying talented pupils in Music.



MAGT Implementation

At St. Peter's we provide a broad and balanced curriculum for all that will enrich and develop learning for our children. A varied approach to teaching and learning is used to ensure that the diverse needs are met for our children. Therefore strategies adopted should deepen and challenge learning within first quality teaching and include:

- Opportunities for able pupils to experience and deepen learning to achieve greater depth in their identified area- for example a wide variety of mastery challenges in Maths, providing opportunities for writing for a variety of different purposes and audiences, REflect and REspond questions in RE, digging deeper challenges in History, ART and DT creative competitions.
- Opportunities to enhance curriculum outside the classroom through the provision of study support, clubs, competitions and visits.

Subject leaders support staff with ideas and resources for working with more-able pupils in the different areas of the curriculum.

We aim to provide an environment in which our able pupils feel secure enough to display their ability, to take risks and to fail. This is developed through our whole school 'Growth Mindset' approach to support our spiritual, moral and cultural development of the whole child rooted in the Christian ethos.



Analysing Impact

At St. Peter's analysing the impact of the provision we provide for our MAGT pupils has a rigorous approach and we seek to ensure that we:

- Use a broad range of qualitative and quantitative data to identify our most able pupils.
- Ensure that all staff receive appropriate support and training in identifying and providing for the most able pupils.
- Provide support and challenge in the classroom within an ethos of high expectations.
- Ensure that where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning.
- Use pupil progress meetings to target and identify pupils.
- Work together with parents to help them achieve their potential and to be ambitious.
- Identify within curriculum planning evidence of challenge for more able children.

Through our whole school monitoring and assessment procedures we ensure that within planning and first quality teaching the needs of more able children are met. Evidence of this is seen through innovative planning and enrichment activities within the curriculum planning through monitoring time given to subject leaders.



Parental Involvement

At St. Peter's the able and talented programme will be a three-way partnership between parents, our children and the school. Teachers are committed to keeping parents informed about their child's talents and abilities. This is achieved through regular communication such as parents' evenings, written reports, and informal discussions. When a child demonstrates particular strengths or high ability in any area of learning, teachers will share this information with parents, providing examples of achievement and discussing ways to further support and develop these talents both in school and at home.



The Governing Body

Regular reports are made to the Government Body through the Curriculum Sub Committee and the Governor with responsibility for MAGT Leah Sharples.



Consultation, Management and Review

The MAGT leaders are always willing to advise and support staff in identifying, monitoring and evaluating our more able children. The leader has planned opportunities for learning walks, work sample monitoring, planning monitoring as well as pupil interviews. The information and feedback gathered from this is then fed back into the action plan for the following year and areas for development are addressed. Staff development needs are ascertained through staff audits and work/planning monitoring.

Appendix 1- Example Bucket List created by subject leaders to support staff with identifying more able/talented pupils in specific subjects.

St Peter's C of E Primary School MAGT/More Able What does it look like?



History

End of Key Stage 1

- Pupils can confidently use appropriate historical terms linked to the passing of time.
- Pupils are beginning to ask relevant questions and demonstrate an enquiring, curious approach when handling sources.
- Pupils can demonstrate their thorough understanding of historical concepts and events through writing, role play or drama.
- Pupils can begin to make links between their own lives and those of the historical period being studied.

End of Key Stage 2

- Pupils can identify and analyse links and contrasts within and across different periods of time.
- Pupils are intrigued by the experiences of people from a different time period and the similarities/differences between their own lives.
- Pupils can explain how our understanding of the past can impact and influence our actions/behaviours today.
- Pupils can ask probing and searching questions when handling sources of evidence and can question the reliability or bias within a source.
- Pupils can demonstrate their understanding of historical concepts and events through extended cross-curricular writing, using appropriate historical terms and vocabulary.
- Pupils can make historically valid hypotheses about significant people or events from the past and use well balanced justifications.