



LEICESTER

**More able,
Gifted and Talented
Student Strategy
2018/2019**

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Gateway Sixth Form College

More Able, Gifted and Talented students' policy and procedures.

1. Vision

As a college, we want to create an environment where all students undertake highly individualised and challenging learning that builds on their prior attainment. Their programmes of study facilitate students being able to make sustained progress; their non-qualification activities and work experience are relevant. They are well prepared for future study and employment as they have secured achievement that meets their full potential.

2. Aim

The purpose of this policy is to create an across college approach to the provision for students identified as more able, gifted or talented. The policy will provide information on identifying students and provision along with monitoring and tracking said provision and progress made by students.

3. Objectives

3.1: To ensure that all 'more able, gifted or talents' students are identified promptly within Gateway college.

3.2: To ensure that specific skills, capabilities, qualities and talents are recognised and that this process is followed by appropriate action so that each student is supported and challenged.

3.3: To match individual student needs with the appropriate in-college provision.

3.4: To work in partnership with parents and the wider community to the benefit of all students.

4. Defining more able, gifted or talented students.

More able students are those with the highest point score on entry.

Gifted students are those who excel in a specific academic field and have significantly greater potential when compared to their peers. They show marked linguistic capability.

Talented students excel in physical or creative fields and may demonstrate significant leadership capabilities. They may excel as strategic/logical thinkers in problem solving/independent learning tasks.

5. Identification and Monitoring

Gateway College is committed to early identification of students through the information received at enrolment from students and parents and from ALPS profiles.

Lesson observations and teacher identification of high performance amongst students will also be used to identify talented or gifted students.

High performance in multiple A-Level subjects where students exceed their target grades in formal assessments will also be used to identify more able students.

MAGT Cedar flags are used to generate a report used to monitor the progress of identified students.

6. Provision

In class provision will include differentiation decided by the teacher during their lesson planning regarding task, groups or outcome. It will also be reflected by the pace of work, use of resources, level of support, level of dialogue and the opportunities to work independently.

Extension work will be provided that adds to the depth and breadth of learning (not just more of the same to practice).

Enrichment activities provided by the teachers will enable students to develop new methods of approaching their learning. The local community and environment may also offer extra activities and opportunities for students and work experience placements arranged by Gateway College will reflect individual learning needs.

Homework set includes opportunities for challenge and independent research and enquiry.

Gateway College also provides a number of additional enrichment opportunities for students to take part in that relate to their specific specialisms, as well as signposting students to apply for external enrichment programmes such as mooc courses, Nuffield and Sutton Trust opportunities and Oxbridge events. Students will also be given opportunities to take on leadership roles through the student executive team, student governors and college representatives.

7. Responsibilities

The implementation of the More Able, Gifted and Talented Student Policy is the responsibility of all members of Gateway College. Heads of Department and Heads of School have a responsibility to ensure that staff understand the policy and that it is implemented within their department or school. They will also have responsibility for reviewing and evaluating the impact of the implementation of the policy on the students experience and outcomes. The MAGT coordinator is responsible for regular monitoring, evaluating and annual reviews of the policy.

Students will identify their individual learning needs with their teachers and participate in enrichment and extension work that is provided. Parents will provide Gateway College with any evidence that will help with the early identification of more able, gifted or talented students.

Teachers will contribute to early identification of students through the screening and assessing of students on their courses. They will ensure that the individual learning needs of identified students are met and that this is reflected in their schemes of work and lesson planning.

The college will ensure the continued support and progression for more able, gifted or talented students, by providing resources and will meet the staff training needs in a timely and appropriate way.