



Abbey Gate College

POLICY: More Able, Gifted & Talented	
Scope	Whole College
Responsibility	MAGaT Co-ordinators
Review & Update	September 2025
Governor Approval	Damian Stenhouse

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Policy Statement (1)

Abbey Gate College aims that each pupil will: care for their mental and physical wellbeing; learn and achieve to their individual potential; and be content, comfortable and confident to be who they are in our diverse and inclusive College.

Detail of the College's provision is set out later in the policy, but in headline terms within the context of this policy Abbey Gate College aims to:

- Identify individual pupils' needs, both academic and pastoral
- Differentiate/personalise/extend teaching and curriculum provision
- Provide academic and non-academic enrichment and extension opportunities for all pupils, including specific ones for identified pupils, as applicable
- Monitor individual pupil progress and provide coaching/mentoring support
- Celebrate exceptional achievements, as appropriate
- Communicate openly and constructively with pupils, staff, and parents – in pupils' best interests
- Link with external organisations, including NACE (National Association for Able Children in Education)

At Abbey Gate College, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Excellence in all areas is encouraged and celebrated throughout all students' school careers, whilst developing and supporting their future beyond our College. Provision for any individual pupils who are identified as more able, gifted and talented is an integral part of the personalised approach to teaching and learning in every lesson at Abbey Gate College, while also providing specific pastoral support and intellectual extension as appropriate and applicable.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with the *Provision of Information* policy. It should be read in conjunction with the College's *Admissions, Assessment, Curriculum, EDI, SEND, Teaching & Learning* policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *EDI* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Key Personnel

- 1) Gareth Darbey: MAGaT Co-ordinator (Senior School)
- 2) Corinna Travis: Deputy Head (Infant & Junior School) i/c MAGaT
- 3) Mike Booth: Deputy Head - Academic (Senior School)
- 4) Damian Stenhouse: Chair of Education Committee
- 5) Craig Jenkinson: Head

Definitions (1): Introduction

At Abbey Gate College we use the general term MAGaT to refer to pupils who achieve, or have the ability to achieve, at a level significantly higher than their national peer group. This applies to curricular or co-curricular outcomes, or both.

We understand that such potential for high achievement may be:

- Innate (i.e. the pupil has a natural, pre-disposed strength in one or more areas)
- Learned (i.e. the pupil has developed such strength(s) through effort and practice)
- Innate and learned (i.e. a 'nature & nurture' combination of both of the above)

In general terms, we may consider innate potential/abilities to be "gifted", those that are learned to be "more able", and "talented" to refer to specific skills in creative, musical or sporting development.

Definitions (2): National Guidance

DfE defines the group supported by the National Programme for gifted and talented education as:

"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."

Pupils with English as an additional language (EAL) and pupils with special educational needs or disabilities (SEND) are given equal access to identification. The definitions are seen as complementary rather than exclusive.

According to Renzulli: *"Giftedness not only involves above average ability but also involves task commitment and creativity"*. The College aims to raise awareness of the fact that MAGaT provision also needs to encourage task commitment and creativity.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

Definitions (3): Bright or Gifted?

It is recognised in our College that we may well have a large number of 'bright' pupils, but fewer 'gifted' pupils. Our aim is to ensure that all pupils benefit from stimulating and challenging provision, and no categories are ever total, comprehensive, or sufficiently discrete. However, the characteristics below are intended to support staff and parents in understanding how any individual may approach their learning:

Bright Child	Gifted Learner
Knows the answer	Asks the question
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Has strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memoriser	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Definition (4): More able, Gifted and Talented

Gifted:

A student is identified as Gifted when they demonstrate exceptional cognitive ability or potential across a range of academic areas. This is typically evidenced through standardised data (e.g. CAT4 scores significantly above national norms), consistently outstanding performance across subjects, or the ability to apply advanced reasoning and problem-solving skills well beyond age-related expectations.

More Able:

A student is identified as More Able when they show a level of attainment or potential significantly above that of their peers in a specific academic subject. This recognition is subject-specific and based on teacher assessment, examination outcomes, or other reliable indicators of advanced understanding, skill, or creativity within that discipline.

Talented:

A student is identified as Talented when they display exceptional ability or potential in areas beyond traditional academic subjects, such as sport, music, drama, art, leadership, or other creative and performance domains. Their skill level is significantly above age-

related expectations and often recognised through internal assessment, external performance, or participation at regional, national, or international level.

Procedures (1): Identification

For “more able/gifted” learners, the following attainment criteria is used:

- 1) **Foundation (EYFS) and Infant 1 (Key Stage 1):** outcomes from Baseline assessments taken in the Foundation year and at the start of Infant 1 year.
- 2) **Infant 2 (Key Stage 1) and Key Stage 2:** NFER baseline assessment identified as well above average in standardised scoring and teacher assessment.
- 3) **Key Stages 3 and 4:** A mean average score of ≥ 125 in CAT4 tests taken in either Year 7 or Year 9 may identify a student as *gifted*. In addition, a high performance (typically ≥ 135) in a single attribute of the CAT4 test may prompt further investigation by the MAGaT Co-ordinator. This status is confirmed once feedback from subject teachers has been evaluated. Subject teachers may also identify a student as *more able* in a particular subject area, using subject-specific criteria.
- 4) **Sixth Form:** Students may be identified if they achieve an average grade of ≥ 8 across all GCSE subjects, a grade 9 in any subject directly related to Sixth Form study, and/or an average or respective ALIS score of ≥ 130 . The MAGaT Co-ordinator will use this data, alongside teacher feedback, to determine whether a student is recognised as *More Able, Gifted, or Talented*.

It is expected that, once identified, pupils will remain in the College’s awareness as MAGaT. Any variances of significance are considered at an individual level with the Deputy Head (Academic) and/or Deputy Head (IJS), and parents, as applicable and advisable. The best interests, both academic and pastoral, will always be the College’s main priority for any individual pupil.

Due to the, sometimes complex, masking of ability that can occur, there is no single measurement with which to identify more able, gifted or talented pupils. Teachers’ professional judgement and awareness are, therefore, key to any identification process. The following characteristics are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual’s learning patterns and ability levels.

A MAGaT pupil may:

- Be a good reader, choosing content beyond their usual age-group
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (which may appear cheeky, while social cues are learnt)
- Have a wide general knowledge, with the ability to make connections and conclusions
- Learn quickly, often skipping early stages in a sequence
- Be interested in topics which one might associate with an older child
- Communicate well with adults – often better than with their peer group – due to the topics of interest for conversation
- Have a range of interests, some of which are almost obsessions
- Show unusual and original responses to problem-solving activities
- Prefer verbal to written activities, if verbal communication may match better the speed of their mental processing than ink on paper or typing

- Be particularly and unusually logical, with a heightened awareness of consequences and permutations
- Be self-taught in their own interest areas, with high levels of intrinsic motivation and limited need or desire for external validation or praise
- Have an ability to work things out in their head very quickly
- Have a good memory for facts that they can access easily and connect swiftly to other areas of learning and understanding
- Be (originally) artistic
- Be (originally) musical
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination/sense of humour
- Be very sensitive and emotionally aware (including being highly sensitive)
- Focus on their own interests rather than on what is being taught
- Be socially adept with a high level of interpersonal awareness
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership with principles and vision
- Not necessarily appear to be well-behaved, well-understood, or well-liked by others

Various other sources of evidence will be used to identify more able, gifted and talented pupils. These include:

- Entrance Examination/Assessment data
- Information from feeder schools
- Educational Psychologists' Assessments and reports – where appropriate
- Information provided by parents
- Pupil self-identification
- Sporting, musical, artistic or dramatic performance in class lessons recognised by teaching staff
- Sporting performances & honours
- Music Examinations
- ESB and Speech & Drama results
- Drama performances
- Artistic & Design outcomes
- Arkwright Scholarship
- EPQ

Subject co-ordinators at the Infant & Junior School and HoDs at the Senior School decide if a pupil is ultimately defined as MAGaT in their subject area, based on the above criteria. Subject coordinators and HoDs monitor such pupils in their own subject areas in liaison with the respective MAGaT co-ordinators.

An accurate record of the identified MAGaT group is kept and updated on a regular basis in the College's MIS (iSAMS). The record is supported by a comprehensive monitoring, progress planning and reporting system, which all staff regularly share and contribute to. Identification is an on-going process, feeding directly into the planning of personalised provision for learners. It also feeds into the annual review of policy and practice and is an integral part of the wider College improvement cycle.

Procedures (2): Curricular & Co-Curricular Provision

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For MAGaT learners:

- 1) The Deputy Head of Infant & Junior School and the MAGaT co-ordinator at the Senior School will monitor their progress; this will include analysing data after reporting sessions and meeting with pupils to reflect on their performance as appropriate for age.
- 2) The Deputy Head of Infant & Junior School and MAGaT co-ordinator will also observe lessons with identified learners in, and record how their needs are specifically catered for; best practice will then be shared amongst teaching staff.
- 3) The Deputy Head of Infant & Junior School and MAGaT co-ordinator will also seek to provide suitable co-curricular opportunities e.g. MAGaT stretch and challenge activities at Infant & Juniors, linking with subject teachers, and subject ambassadors at Senior School; debating competitions, which would provide stretch and challenge to gifted learners.
- 4) For MAGaT students at Saighton, a pupil profile will be completed for each MAGaT learner by the Senior School's MAGaT co-ordinator; the pupil will have input into the profile, which will then be sent to all relevant teachers in order to support differentiation in lessons, and the profiles may include targets for pupils that are periodically reviewed.
- 5) For all students at Saighton, a "Challenge and Explore" page is constructed by each subject that offers all students additional research material tasks that often fall beyond the scope of the standard curriculum. MAGaT students are encouraged to engage with these resources, but access is not limited to the MAGaT students.
- 6) Periodically, the MAGaT coordinator will oversee College wide events or co-curricular activities that are open to all students (e.g. STEM event at Liverpool University, Academy Learning Thinking Skills Day, and events run by Chester Classics association).

For the majority of MAGaT pupils, provision will be made within normal planning and differentiation. All classrooms provide an effective learning environment. In order to achieve this, the following issues are considered:

- Planning to ensure most able are consistently challenged
- Assessment for learning (feed back to feed forward)
- Acceleration, enabling the pupil to move through the curriculum at a faster rate
- Withdrawal to work with other pupils (intellectual peers or older/adults/etc)
- Working with others of like ability in sets or groups
- Differentiation, including differentiated homework and differentiated marking
- Challenge within subject areas through flexible learning
- Developing higher-level thinking skills (ref. Bloom)
- High and appropriate expectations
- Working with older pupils
- Withdrawal across year groups
- Mentoring or coaching
- Discussing the quality of learning and standards achieved with the pupil
- Setting or fast-tracking
- Classroom support
- Groupwork
- Team preparation
- Team teaching

- Resource centre and Library
- Independent access to the internet
- Contact with outside experts, including members of the Governing Body
- Liaison with industry/commerce
- Enrichment and extension projects
- Study support
- Summer Schools and/or specialist classes
- Residential opportunities
- Outside agencies

Procedures (3): Differentiation

Differentiated activities specific to the pupil's need are a major way of providing for the development and support of MAGaT pupils. Ways of doing this can include:

- Providing activities which are capable of producing different outcomes, where thinking is encouraged to be speculative, original, and open-ended (MAGaT minds may work in a 'quantum' way – irregular and unpredictable with the capability to make great leaps; linear, sequential, 'mundane', and closed thinking may frustrate the MAGaT mind);
- Providing work at different attainment levels to match the rate of progress of the pupil, including the use of skills in ICT, research, recording, and communication;
- Providing enrichment and extension activities, which provide increased depth and sophistication, including the use of questioning, thinking skills, and problem-solving (however, note that MAGaT learners may naturally default to the curiosity and creative comfort of higher-order thinking, and risk lower-order thinking stages that may nonetheless be required by national mark schemes – this must be addressed openly and constructively);
- Offering additional support or extension, possibly through another adult, such as a teacher or teaching assistant, to enable a pupil's learning to be accelerated;
- Offering opportunities to work with other similar pupils, including those in other schools, to develop social skills and friendships:
 - providing opportunities for pupils to increase the depth of their knowledge, skills and understanding, collaboratively;
 - adding breadth and range to a pupil's attainment and progress through activities and experiences, which consolidate and widen knowledge, skills and understanding;
 - grouping children within, or in, a class, who demonstrate a similar capacity to do something based on mental or physical ability, where they may challenge and stretch each other;
 - setting aside specific, planned time to teach individuals or small groups within an ordinary classroom situation to meet their needs for additional input, support their greater ability and offer challenge within subject areas

Procedures (4): Staff Support

Subject co-ordinators at the Infant & Junior School have responsibility for MAGaT pupils identified for their subject. Each department within the Senior School has a nominated member of staff with particular responsibility for MAGaT pupils.

Appropriate professional training and development is provided for staff, in support of the College's overall CPD programme.

Procedures (5): Monitoring & Evaluation

Monitoring: The Deputy Head of Infant & Junior School and MAGaT co-ordinator will, through working with members of staff, track and record the progress of pupils identified, as outlined above. As part of this process the following stages may occur:

- **I&J Class teachers** - Monitor patterns of work and achievement and pastoral needs of pupils across different subjects.
- **I&J Subject co-ordinators** - Monitor the academic progress of pupils.
- **Senior School Form Tutors** - Monitor patterns of work and achievement across different subjects.
- **Heads of Key Stage** - Monitor the academic progress and pastoral needs of pupils via the form tutor.
- **Senior Subject teachers** - Check whether pupils are on target through regular assessment and track progress through the College's MIS.
- **Heads of Department** - Monitor the effectiveness of provision for MAGaT pupils in their department, as identified by subject-specific potential in CAT Baseline assessments or by departmental staff.

The Deputy Head of Infant & Junior School and the Senior School co-ordinator of MAGaT, in conjunction with the Deputy Head (Academic), will work with staff to review teaching strategies, good practice, and progression towards targets, sharing success in order to implement and develop this policy.

Evaluation: The College's success in meeting the needs of MAGaT pupils will be evaluated using the following indicators:


- Records of individual pupil progress
- Monitoring and evaluation of provision which impact particularly the MAGaT cohort
- Value-added information
- Pupils' comments & survey feedback
- Details of enrichment activities
- Achievement in co-curricular activities
- Feedback from teaching staff
- Feedback from parents
- ISI Reports


APPENDIX 1: Overview of Assessments & Data Points

To assist in the identification and support of more able and talented pupils Abbey Gate College uses the following tests:

Foundation – Infant 1	Baseline / Baseline Progress / Teacher Assessment
Infant 2 – Junior 6	NFER Assessment and Teacher Assessment
Year 6 – 7	Entrance exams Interviews – general and for scholarships
Year 7	Spelling lessons Formative Assessments from tests/exams CAT4 Summative Examinations
Year 8	Formative Assessments Summative Examinations
Year 9	Formative Assessments Summative Examinations CAT4 with GCSE 'predictions'
Year 10 - 13	Formative Assessments School/summative/mock Exams Formal, nationally-standardised Exams, as applicable

APPENDIX 2: Personal Profile

 Abbey Gate College		Personal Profile	
Student: <input type="checkbox"/>			
D.O.B:	Staff Mentor/Coach:	Dates of termly review: September 2022	
Form Group:	I believe that my top 3 strengths are:	I most enjoy:	
My access arrangements and LE details (if relevant):		I least enjoy:	
My academic/learning goals are:		My personal/co-curricular/service goals are:	

 Abbey Gate College		Personal Profile	
My teachers can help to engage, stretch and challenge me by:			
I can help myself by:			
Signature:			

APPENDIX 3: Oxbridge and Medicine & Healthcare Support Programmes

Oxbridge Programme

- Visiting speakers from Oxford and Cambridge Link Colleges
- Visit to Oxford and Cambridge Student Conference
- Visit to Cambridge Open Day
- Bespoke support with Entrance exams e.g. LNAT, ELAT, HAT, MAT, PAT, STEP, Cambridge entrance exams etc.
- Detailed programme of sessions to prepare for application process
- Frequent individual Personal Statement advice and feedback sessions
- Programme of discussions to hone critical thinking and debating skills
- Regular interview practice with staff and visiting experts
- Super-curricular opportunities to develop subject interests
- Well-equipped Oxbridge Careers library

Medicine & Healthcare Programme

- Advice on super-curricular opportunities to develop subject interests and opportunities
- Support to access local work experience opportunities
- Regular input to reflect on key themes e.g. Medical Ethics, contemporary practice
- Bespoke support with Entrance exams e.g. BMAT, UCAT
- Frequent individual Personal Statement advice and feedback sessions
- Detailed programme of sessions to prepare for application process
- Programme of discussions to hone critical thinking and debating skills
- Regular interview practice – including Multi Mini Interviews
- Well-equipped Medicine Careers library
- Also available to those students applying for Veterinary Medicine, Dentistry, Midwifery, Paramedicine and Healthcare