



**Lead:**  
**Director of Enrichment &  
Enhancement**

**Review: August 2025**

# **MOST ABLE, GIFTED & TALENTED (MAGT) POLICY**

## **INTRODUCTION**

Horizon International School strives to recognise students who display exceptional ability and potential as an important aspect of the school community. As a school we aim to provide opportunities for students to fulfil their potential in all areas.



## Key Values and Principles

Horizon International School strives to recognise students who display exceptional ability and potential as an important aspect of the school community. As a school we aim to provide opportunities for students to fulfil their potential in all areas.

The MAP Policy supports the school vision and values by providing provision for students who require additional curriculum modifications and adaptations to ensure that they are stretched and challenged appropriately.

## Aims and Objectives

The aim of this policy is to promote MAGT best practice in identification, curriculum modification and adaptation, learning, teaching and providing appropriate interventions so that everybody succeeds.

- Ensuring all MAGT students are clearly identified, categorised and known to all staff
- Providing appropriate targets and levels of challenge
- Offering personalised and specific interventions for all identified students;
- Raising aspirations of all students through a school ethos of challenge and high achievement

In order to do this, teachers and Middle Leaders will follow a 3 Phase process which includes:

- **Phase 1** – providing appropriate and relevant CPD for Middle Leaders on the policy, procedures and **identification** of students from Years 4 to 13
- **Phase 2** - will focus on the monitoring and evaluation process. Relevant Middle Leaders will select appropriate interventions, curriculum modifications and adaptations and targets for all identified students. Students will be **set specific targets** which will be produced in collaboration with the students. The **Collaborative Learning Review (CLR)** process will be used to monitor the effectiveness of MAGT provision.
- **Phase 3** - following data drop downs through **data review meetings** Middle Leaders will report on student progress, provisions and the curriculum modifications and adaptation in place to support students to be able to raise their achievement and outcomes over time.

## Identification and Monitoring Procedure

All available data will be reviewed by Middle Leaders prior to any judgement

Any judgement will consider both **internal and external assessments** including:

- CAT4 battery scores
- Stanine Progress Tests (8s and 9s)A
- Average GCSE points scores
- GL NGRT Reading tests (3 and 4+ Years above age related expectations)
- Star Reading Tests (3 and 4+ Years above age related expectations)

- Accelerated Reader (3 and 4+ Years above age related expectations)
- Students consistently significantly working above age related expectations
- End of year grades, current working level and end of year targets
- Reports from previous years or schools
- Information from parents
- Teacher's knowledge of the students, observations and assessments

### Primary Identification Statements

Very High Ability (VHA)	Children who have Mean CAT4 of 127+ with two or more batteries at 127+. Also, high data scores of 9 in 3 or more subject areas and are consistently working significantly above ARE on O-Track
High Ability Student (HA)	Children who have Mean CAT4 of 120 – 126 with high data scores of 8+ in 3 or more subject areas and are consistently working significantly above ARE on O-Track
Gifted (G)	Children who perform significantly above ARE in a specific core subject. Typically, they will have scores of +120 in one CAT4 battery and score 8-9 in a specific subject
Talented (T)	Children performing significantly above ARE in practical subjects such as PE, Dance, Music and Art

### Primary Specific information:

- From **Term 3** of **Year 3**, teachers can begin to be formally **track and monitor** students who may meet the criteria
- Students **can be formally identified** as MAGT from **Year 4**, however there are some exceptions to this
- Middle Leaders will review the data and liaise with their line manager and the Primary Principal to identify students and add them to the Primary More Able Register.
- The Primary Principal will input the data of all identified MAGT students into O' Track so that the data will be accessible to all teachers in all subjects
- Student profiles will be created for each child identified on the list completed by their class teacher.

### Secondary More Able Learners

- All Secondary more able and exceptionally able learner information in will be inputted and stored within all subject specific **Grade Books**.
- A **central register** will be produced, and more able identifications will be inputted to provide opportunities for leaders to analyse data across the school.
- **Analysis of data** – subject leaders and teachers will use Power BI to analyse data and report the findings.

## Secondary MAGT Data

In addition, to the subject specific grade books a central whole Secondary school More Able Register is stored within ISAMS and links to the subject grade books. It will identify more able and exceptionally able data scores. Teachers in each subject should be aware of these students, monitor and plan accordingly for them.

<b>Exceptionally Able Data Scores (EA)</b>	A student with very high data scores such as a Mean CAT4 score of 127+ and has 2 or more batteries of 127+ who are also achieving very high Stanine 9 Progress Test scores. They may have very high reading ages of 4+ Years above age related expectations. They may have very high subject data scores and are consistently significantly above ARE.
<b>More Able Data Scores (MA)</b>	A student with high data scores such as a Mean CAT4 score of 120-126 and has 2 or more batteries of 120+ who are also achieving Stanine 8 Progress Test scores. They may have very high reading ages of 3+ Years above age related expectations. They may have high subject data scores and are consistently significantly above ARE.

However, these students may or may not identify as gifted or talented in all subjects. If they do meet the criteria within your subject, please use the identification statements below:

## Secondary More Able Identification Statements

<b>More Able in Academic Subjects (MAS)</b>	Will have very high subject data scores and are consistently significantly above, scoring an 8 or 9 in a specific academic subject. They may also have a high Mean CAT score of 120+ and one very high score of 127+ in one or more of the CAT4 batteries.
<b>Talented (T) In Performance based subjects</b>	A student consistently performing significantly above ARE in practical subjects such as PE, Dance, Drama, Music, Art, Textiles, Food or Design Technology. They will be consistently performing significantly above ARE, who stand out as highly talented within the chosen subject.

- Teachers will use subject data, observations, external benchmarks, information shared from external sources, performances in extra-curricular enrichment opportunities, whole school enrichment contributions and make professional judgements based on their knowledge of the students.
- \*All identifications** must take into consideration whether the specific student being put forward exceeds significantly **compared to students across the region** and not only within school.
- Director of Enrichment and Enhancement** – will analyse more able and exceptionally able data across the school and share the findings with Senior Leaders and teachers accordingly.



Everyone Counts, Everyone Contributes, Everyone Succeeds.

## **Parental Involvement**

Horizon International School prides itself as being a fully inclusive community school and actively seeks to develop support from the parental population and work in partnership together.

## **Roles and Responsibilities**

Director of Enrichment and Enhancement will support and oversee identification, provision and progress for the whole school and will liaise with middle leaders to maintain consistency across the school.

## **Reviewing the Policy**

The More Able Learner Policy will be reviewed annually.