



More able and Talented Policy

This policy outlines the school's approach to More Able and Talented learners, their identification, management, opportunities and success criteria.

"Every child wants to be good at something, and every child can be."
Professor Joan Freeman.

Aims: The More Able and Talented policy aims to:

- ❖ Identify learners who are achieving or can be encouraged to achieve significantly in advance of the average for their year group.
- ❖ Provide for the learning needs of those children.
- ❖ Provide additional, extra curricular learning opportunities.

Principles:

- ❖ Ensure More Able and Talented learners are identified and that teachers are made aware of the register and the pupil IEPs.
- ❖ Encourage departments to monitor the progress of More Able and talented learners individually, as a group and as part of the wider classroom teaching within their area.
- ❖ Ensure More Able and Talented pupils are challenged in their identified areas.
- ❖ Hold a central register of gifted and talented learners to enable students to be appropriately targeted and monitored.
- ❖ Seek out external opportunities specially targeted for the development of higher order thinking and learning in learners displaying enthusiasm, perseverance, interest and effort who may be, but not exclusively, on the 'More Able and Talented' register.

- ❖ Provide a broad range of internal enrichment opportunities which will be open to all.

1. Rationale

Myddelton College has high expectations of all its students, and recognises that all have a right to an appropriate level of challenge as a part of their Curriculum of Opportunity. Accordingly, those students identified as being More Able and Talented have a right to an enriched and /or extended curriculum which is integral to their programmes of study, and which is a part of the school's drive to raise standards for all its students. Research suggests that schools which manage an integrated and coherent provision for their More Able and Talented improve the quality of learning and raise standards for all pupils.

2. Statement of Intention

It is the responsibility of every school to meet the needs of all its pupils. To achieve this, schools should identify the needs and abilities of each pupil, including those who are more able and talented. They should be provided with the appropriate opportunities and challenges that will enable them to learn as effectively as they can. This should be a continuous, whole school process, underpinned by classroom and curriculum arrangements. (Welsh Assembly Government)

In all lessons we aim to:

- ❖ Value each learners' own interests and styles.
- ❖ Encourage independence and autonomy.
- ❖ Support learners in using their own initiative.
- ❖ Encourage learners to be open to ideas and initiatives presented by others.
- ❖ Encourages connections to be made across subjects and aspects of the Curriculum
- ❖ Link learning to wider applications.
- ❖ Encourage the use of a variety of resources, ideas, methods and tasks in all lessons and activities.
- ❖ Involve learners in working in a range of settings and contexts, e.g.

- individual, groups, pairs, class, cross year group, cross key stage.
- ❖ Encourage learners to reflect on the processes of their own learning and understand the factors that help them progress.
- ❖ Offer a differentiated curriculum to cater for the needs of the More Able and Talented students.
- ❖ Provide opportunities within the curriculum and through extra curriculum activities for all pupils to prove their ability.
- ❖ Provide the exceptional More Able and Talented pupils with Portfolios of work in order to challenge them further in lessons.

Through these aims we intend to improve the overall success of the school's academic and non academic achievement.

3. Definition

More Able and Talented is the term applied to those young people who are achieving, or who have the potential to achieve significantly beyond the expectations for their peer group. There is no universally agreed definition of the More Able and Talented, they are a diverse group and their range of attainment will be varied.

(NGFL)

These pupils are a diverse group. Their pattern and range of attainment may be varied. We reject the concept that standardised testing alone will enable us to define the term "More Able and Talented". For the purposes of this Policy, pupils who are More Able and Talented" are defined below. They include pupils who:

- ❖ May be more able and/ or talented in diverse fields (academic, creative, sporting, social, leadership).
- ❖ Demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges.
- ❖ Will be working at two levels above the majority of children in the class and would sometimes require additional and different provision. This would be supported by an IEP;
- ❖ Demonstrate an innate talent or skill in creative, musical or sporting fields.
- ❖ Demonstrate leadership skills or great confidence in areas such as public speaking.
- ❖ May be "high flyers", coasters or underachievers.

4. Identification

Identifying More Able and Talented learners is not an easy task and, as a result, a variety of methods will be employed. Each method has its limitations so an open minded approach is essential. The school will take advantage of information about learners from the following sources:

- ❖ Teacher nomination.
- ❖ Parent nomination. ❖ Peer Nomination.
- ❖ Self Nomination
- ❖ Previous identification from feeder schools/Previously attended schools.
- ❖ Records of effort and achievement, e.g. SIMS assessment levels, CATS scores, internal and external examination results and endofyear reports.
- ❖ National Curriculum levels.
- ❖ Extracurricular activities.

Each department is able to access a generic and a specific check list of characteristics of More Able and Talented pupils. By providing a curriculum of opportunity the teacher is able to use their professional judgement to identify More Able and Talented pupils in their subject.

All Year 7 pupils take the CATS assessment during the Autumn Term. Normally, any pupil who achieves a score of 120 or higher will be included on the More Able and Talented register. The alternative method for identification in Year 7 is to be nominated by a department. This procedure usually generates a list of More Able and Talented learners consisting of approximately 20% of the year group. This is in line with Welsh Assembly Government guidance. Within this 20% 2-5% of the year group will be identified as 'across the board' or 'exceptional' learners. These pupils will be nominated in 4 or more areas.

It is understood that identification in Year 7 only is not effective. Some More Able and Talented pupils may display ability and talents later on in their academic career, therefore the identification process is encouraged for all year groups throughout the academic year.

Underachievers are particularly hard to identify, however communication with Heads of Year, other departments and the More Able and Talented coordinator is encouraged to prevent failure to identify.

Nominations will be passed on to the More Able and Talented coordinator who will compile the More Able and Talented register. The register is drawn up annually and is distributed to all teachers. It contains a complete list of More Able and Talented learners and the areas they have been identified in. It also clearly reveals the 2-5% of pupils who are across the board More Able and Talented or exceptional learners.

Nominations take place throughout the year therefore the MA+T register is updated regularly and published to staff twice per academic year.

5. Organisation Issues

- ❖ The school's policy for more able and talented children will work within the framework of the curriculum policy;
- ❖ Teachers and children will share expectations for lessons;
- ❖ Staff will make flexible and efficient use of resources within and across departments;
- ❖ Teachers will deploy appropriate teaching styles with children and evaluate their outcomes;
- ❖ Teachers will use their assessments to inform future planning;

6. More Able and Talented Coordinator

The More Able and Talented co-ordinator is the 'responsible teacher' who will:

- ❖ Act as the "champion" of more able and talented learners within the school by creating and sustaining positive attitudes towards them and ensuring that provision for more able and talented learners is kept at the heart of the school's agenda for developing learning and teaching.
- ❖ Lead the development, implementation, monitoring and evaluation of an effective whole-school policy for meeting the needs of more able and talented learners linking it with policies on assessment, examination entry, homework, home-school agreements, parental involvement etc.;

- ❖ In consultation with the head teacher, governors and staff, audit current levels of provision within the school and develop strategies for improvement;
- ❖ Maintain a register of more able and talented pupils within the school and update bi-annually;
- ❖ Monitor the overall progress made by more able and talented pupils and set targets to ensure challenge and work with appropriate staff teams to address underachievement;
- ❖ Develop and monitor Extended Education Plans (EEP) for exceptionally able pupils where appropriate;
- ❖ Demonstrate good classroom practice in teaching the school's most able pupils;
- ❖ Develop and maintain an up-to-date knowledge of current thinking and major initiatives taking appropriate guidance from other agencies eg National Association for Able Children in Education;
- ❖ Identify and disseminate good practice in developing the abilities of more able and talented pupils;
- ❖ Work with the school's CPD manager to identify training needs and opportunities, organising and leading CPD where appropriate;
- ❖ Manage the development of appropriate resources;
- ❖ Work with class teachers/curriculum leaders/faculty managers to ensure a suitably varied and differentiated curriculum that promotes the right blend of challenge and support to cater for more able and talented pupils;
- ❖ Work with learning mentors and coaches to identify and address the needs of disadvantaged more able and talented learners;
- ❖ Consult with staff at all levels to ensure the effective exchange of information within school and with other schools, particularly for transfer and transition, working with co-ordinators from the other schools within our cluster and to extend the network beyond the cluster;

- ❖ Provide a first point of contact for parents, pupils and colleagues. Liaise with LEA and other outside agencies representatives in respect of more able and talented learners.
- ❖ To ensure that out of hours learning opportunities support pupils who have been identified as more able and talented or that parents are advised of activities in the local area which will support their child's progress.

7. Extracurricular experience

The school offers a wide range of experiences in its extra-curricular activities. While many of these activities are not exclusive to MAT learners, they include many opportunities to offer such learners extra challenge and stimulus. Extra-curricular activities include lunchtime and afterschool clubs and educational visits. Additionally, some Curriculum Areas offer extension and enrichment activities beyond the normal curriculum.

8. Monitoring, assessment and evaluation

The effectiveness of the school's provision for its More Able and Talented pupils is ultimately monitored by outcome in terms of value- added by academic results at GCSE and A level but also by motivation to ensure they achieve as well as they can both in lessons and in extra-curricular activities. Pupil progress is tracked and assessed in consultation with the pastoral team and SLT.

9. Continuing Professional Development

The MA+T coordinator is responsible for providing training for the staff body. This usually takes place during INSET sessions and through Middle Leadership. Regular training for Coordinator takes place through the regular update of MA+T materials and through external training days.

10. Curriculum Provision

The provision of challenging activities in the classroom must be at the core of the educational offer that we make to MAT learners. Every Curriculum Area should develop Schemes of Work which incorporate suitable extension, enrichment and challenge for the more able and talented. Some key principles to be included in curriculum planning are:

- ❖ Differentiation by outcome which allows responses at very different levels to the same initial stimulus: however, this is not enough on its own.
- ❖ Differentiation by task where some materials may be used by the most able only
- ❖ Differentiation by pace where more able learners are given the chance to proceed at a greater speed.
- ❖ Ability grouping.
- ❖ Extension and enrichment activities.

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