



MORE ABLE AND TALENTED POLICY

Authors	AJA, IL and KG-J
Approved by	Headmaster and Governors
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More Able and Talented Policy

1. Introduction

Meeting the Challenge 2008 Welsh Assembly

There is no universally agreed definition of the pupils who generally would be assessed as 'more able'. Descriptions can include genius, gifted, exceptionally able, very bright, high flyer, very able and more able. **In Wales, we have adopted the term 'more able and talented' to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils.** More able pupils, given extended opportunities, will not only discover but also develop their talents. The term 'more able and talented' encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills.

Taken selectively from:

Welsh Assembly: Department for Children, Education, Lifelong Learning and Skills Meeting the Challenge, 2008 Quality Standards in Education for More Able and Talented Pupils

Standard 1: A whole school strategy, including an action plan, to support more able and talented pupils.

Standard 2: Identification strategies and criteria.

Standard 3: A target for improvement of the school's provision and the performance of more able and talented pupils. The whole school action plan for provision for more able and talented should make clear what improvements will be brought about through its implementation.

Standard 4a: The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of more able and talented pupils.

Standard 4b: The curriculum offers breadth, depth and flexibility to meet the needs of more able and talented pupils.

Standard 4c: The provision addresses the pastoral care of more able and talented pupils as well as their learning needs.

Standard 5: Regular reviews to identify underachievement and support individual pupils.

Standard 6: A commitment to improve the skills of all staff in the school to meet the needs of more able and talented pupils.

Standard 7: The school has programmes to support exceptionally able pupils.

Standard 8: The school has a range of appropriate resources including ICT.

Standard 9a: Listening to and taking account of the views of more able and talented young people and encouraging them to take responsibility for their own learning.

Standard 9b: Listening to and taking account of the views of parents/carers of more able and talented pupils, keeping them informed and encouraging them to take responsibility for supporting their child's learning at school.

Standard 9c: Working with partners - Some parents need help and advice about how to support a very able child. Parents are also a source of information about abilities and talents their child may demonstrate out of school.

Standard 10: An effective procedure for monitoring the action plan and the effectiveness of the school's policy for more able and talented pupils.

This policy details the school's strategy to enthuse More Able and Talented learners, and promote their identification, management, opportunities and success criteria.

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

2. Aims and identification:

- ❖ identify learners who are achieving or can be encouraged to achieve significantly in advance of the average for their year group, from Prep School to A level examination in the UVIth,
- ❖ support our pupils to become self-motivated, curious, confident independent learners,
- ❖ identify additional, extra-curricular learning opportunities both inside and outside school.

3. Principles to develop and improve provision:

- ❖ Assemble a central register of gifted and talented learners to enable students to be appropriately targeted and monitored. Ensure More Able and Talented learners are identified and that teachers are made aware of the register.
- ❖ Encourage departments to support and promote 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.
- ❖ Seek 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.

4. Rationale

Myddelton College has high expectations of all its students, from Prep School to Year 13, 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 promote and improve the quality of all aspects and types of learning, raising standards for all pupils.

5. Statement of Intent

It is our ambition to share with parents the potential of our pupils by extending learning through the provision of additional opportunities to learn and explore the mysteries and excitement of knowledge.

To achieve this, Myddelton College and parents should recognise the potential needs and abilities of pupil, including those who are more able and talented. They should be provided with a wide curriculum linked to meeting pupils' wishes and preferences, 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, in conjunction with extended and additional opportunities and experiences to enthuse intellectual curiosity.

In lessons we aim to:

- ❖ Value each learners' own interests and styles, irrespective of age and stage, encouraging ambition and discovery.
- ❖ Encourage independence and autonomy to develop thinking skills, promote analysis and develop objective self-assessment.
- ❖ Support learners in using their own initiative to take and make opportunities.
- ❖ Encourage learners to be open to ideas and initiatives presented by others.
- ❖ Encourage connections to be made across subjects and aspects of the Curriculum.

- ❖ Link learning to wider applications in the locality, region and further afield.
- ❖ 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: for example, individual, groups, pairs, class, cross year group, both inside and outside the school.
- ❖ Encourage learners to reflect on the processes of their own learning and understand the factors that help them progress and realise ambitions through initiate ability and endeavour and, through critical reflection, seek out additional opportunities to learn where previous opportunities have been missed.
- ❖ Offer a differentiated curriculum to cater for the needs of the More Able and Talented students.
- ❖ Provide opportunities within the curriculum and through extra-curricular activities for all pupils to prove their ability.
- ❖ Provide the More Able and Talented pupils with recommendations for extending learning to challenge them further in lessons; rather than just finding additional work, extension opportunities are needed to support higher-order learning.

Through these aims we intend to improve further the overall success of the school's academic and extra-curricular achievements.

6. 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.

For the purposes of this Policy, pupils who are More Able and Talented:

- ❖ Are likely to 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 above the majority of children in the class and will increasingly require additional and differentiated provision.
- ❖ 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.

7. 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. Equally, indicators for younger children may not be as clear for older pupils. The school will take advantage of information about learners from the following sources:

- ❖ Teacher nomination.
- ❖ Parent nomination.
- ❖ Peer Nomination.
- ❖ Self Nomination
- ❖ Previous identification from previously attended schools.
- ❖ Records of effort and achievement: for example, SIMS assessment levels, CATS scores, internal and external examination results and end-of-year reports.
- ❖ Extra-curricular activities.

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% - 5% of the year group will be identified as 'across the board' or 'exceptional' learners.

It is understood that identification in Year 7 only is not effective; many younger Prep School children show exceptional promise. Some More Able and Talented pupils display ability and talents later on in their academic careers; therefore, the identification process is encouraged in all year groups throughout the academic year.

Underachievers can be hard to identify as More Able and Talented; the nature of their SEND difficulty can disguise or obscure an exceptional ability in one or more areas of outstanding performance. For example, the great British entrepreneur and adventurer Richard Branson, multi-millionaire Head of Virgin Group Ltd., known for his publicity stunts and also for setting records in powerboat racing and hot-air balloon racing, was 'a school dropout'. Those with difficulties like autism and dyslexia, for example, can qualify with confidence for inclusion as More Able and Talented. Such recognition, however, depends on the school's ability to recognise this exceptional ability; this is why communication with Heads of Year, other departments and the More Able and Talented co-ordinator is essential to ensure identification.

Nominations are passed to the More Able and Talented co-ordinator who compiles the register. As nominations take place throughout the year, the MA+T register is updated regularly and published twice per academic year.

8. 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 schools and departments;
- ❖ Teachers will deploy appropriate teaching styles with children and evaluate their outcomes;
- ❖ Teachers will use their assessments to inform future planning;

9. More Able and Talented Co-ordinator

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

- ❖ Support the more able and talented learners by creating and sustaining positive attitudes towards them;
- ❖ 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 Headmaster, 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; this could include additional academic opportunities like preparing for exams in additional subjects, entering Olympiad Exams and preparing for practical exams in music, drama or public speaking;
- ❖ Demonstrate excellent classroom practice in teaching the school's most able pupils;
- ❖ Identify and disseminate best practice in developing the abilities of more able and talented pupils;
- ❖ Help identify training needs and opportunities for staff, organising and leading CPD where appropriate;
- ❖ Manage the development of appropriate resources, to include those for the Prep School;

- ❖ 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;
- ❖ Ensure that out of hours learning opportunities support pupils who have been identified as more able and talented and that parents are advised of activities in the local area which will support their child's progress, to include meetings of learned organisations like the Royal Society of Chemistry and the Geographical Association.
- ❖ Arrange an annual review by Governors of the effectiveness and successes of the Gifted and More Able Programme.

10. Extra-curricular experience

The school offers a wide range of experiences in its extra-curricular activities. While 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. The CCF, D of E and LTTO all provide opportunities to develop resilience, endurance, leadership and initiative, for example and promote decision-making.

11. Monitoring, assessment and evaluation

The effectiveness of the school's provision for its More Able and Talented pupils is ultimately monitored by outcome not only in terms of value-added by academic results at GCSE and A level, and university destinations, 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.

Perhaps the best vehicle is for pupils to inform peers and other pupils of their experiences, findings and excitement of learning both inside and outside the school, through public speaking and presentations in assemblies and year group meetings and, for example, in Rotary competitions.

12. Continuing Professional Development

The MA+T co-ordinator is responsible for providing training for the staff body. This usually takes place during INSET sessions and through Middle Leadership.

13. Curriculum Provision

The provision of challenging activities in and outside the classroom must be at the core of the educational offer that we make to MAT learners. Some key principles to be included in curriculum planning are:

- ❖ Differentiation by age and outcome which allows responses at very different levels to the same initial stimulus: however, this is not enough on its own. The More Able and Talented are expected to become increasingly self-motivated and ambitious for their self-promotion.
- ❖ Differentiation by task where some materials may be used by only the more able.
- ❖ Differentiation by pace where more able learners are given the chance to proceed at a greater speed.
- ❖ Ability grouping.
- ❖ Extension and enrichment activities.

14. More Able and Talented pupils promoting their own extension and enrichment opportunities:

Politics: I visited Citizens Advice in Denbigh to learn how many disenfranchised people seek support on promoting their welfare and protecting their rights. I visited local Council offices to see how our politicians arrive at decisions.

Applied Science: Visiting Microbiology Aberystwyth in Bronglais Hospital, I observed a biomedical scientist reading chromogenic urine culture plates, setting up antimicrobial sensitivity testing for significant bacterial isolates, and processing samples such as culturing a breast milk specimen for potential pathogens.

Business Studies: I ran an online business selling designer clothes and accessories with a turnover of around £200 per month.

Drama: My acting strengths lie in utilising the naturalistic style of acting; my adaptability, movement and voice are developing, as are physical skills through dance training, Physical Theatre, Tae Kwon Do and basketball.

Business: I worked at NSO Oils inserting data and finance totals for daily deliveries set out in a spreadsheet, making it more cost effective.

Medical Science: observing an Emergency First Responder allowed discussion about the evolution of medicine through research, development and testing. I then completed a first aid course, defibrillator training and an awareness course for those with vision and hearing difficulties.

Biology: I enjoy working towards the Gold CREST Award, researching an independent project on the effects of air pollution on the immune system.

Biology: Working on a sheep farm has taught me about sheep and bovine health risks, whilst administering health supplements to livestock.

Music: I am preparing for Grade 7 piano, having completed Grade 5 Theory, and have produced website music for a paying client, the crypto-currency "Revenge Coin".

Psychology: the study of the various memory models from Baddeley, Atkinson and Shiffrin, and Tulving together with my research on Clive Wearing have allowed me to explore the importance of music to the mind.

Physical Education: as a member of Denbigh's Tennis club, I take part in tournaments and coach younger children having obtained a Level 2 Lawn Tennis Association coaching certificate.

Astrophysics: I visited Jodrell Bank Observatory to see the radio telescopes and learn more about meteoroids, quasars, pulsars and gravitational lenses, and the tracking of space probes at the start of the Space Age: amazing!

Engineering: I undertook an industrial cadet course run by Airbus, obtaining a silver certificate in engineering logistics.

Psychology: I decided to undertake a CPD accredited certificate in Mental Health First Aid in addition to my previous first aid qualification, a qualification I believe everyone should have.

Medicine: Having played alongside the BBC National Orchestra and on-stage in North Wales, I am a passionate advocate for the use of music as part of effective mental health treatment.

History: Spending time at Aushwitz, Berkanua and Schindler's Factory has shown me the longer-term impact of historical events and how modern society has overcome these,

Geography: I have joined online lectures of the Royal Geographical Society; forthcoming lectures include water security, climate change solutions and polar adventures – all important pre-university topics.

Politics: My interest in politics was sparked by Jordan Peterson's YouTube video on Marxism and Post-Modernism, and watching political videos by political commentators such as Ben Shapiro and Jordan Peterson. This helped me form my own beliefs on controversial topics such as abortion, gender and guns.

Economics: in the Royal Economic Society's The Economic Journal, an article (14.04.21) considers whether the urban wage premium differs by gender: the research shows that in the UK this phenomenon is 43% greater for women, suggesting that urban jobs represent a larger opportunity to increase wages. This provides an opportunity to ask why, using knowledge learnt during class.

Business and Finance: I should like to be a fund manager; an online short course, 'Managing my investments' about hedge fund management, bonds and the difference between short sell and long sell in the stock market proved fascinating.

Art and Design: Volunteering at Oriel Mostyn Gallery, Llandudno involves a combination of invigilation in the galleries, helping with junior art workshops, and helping with the curation of an upcoming project for Alfredo Cramerotti and Auronda Scalera on female digital creators and the metaverse, entitled 'XXNFT'.

Acting: My commitments include training in Screen Acting with Act4TV in Manchester, LAMDA Grade 5 Acting and A Level and BTEC Level 3 studies. I have previously achieved LAMDA Grade 1, 3 & 4 all with Merit.

Physical Education: I have represented Wales in wheelchair basketball seven times, winning four medals at the national championships as well as becoming British Junior Champion twice with North Wales Knights. On the track, I've earned five British 100m junior golds, accompanied by one silver and a Welsh gold. I've also competed in Europe for Disability Sport Wales.

Computer Science: I taught myself C# to assist me in programming a database/book-tracking app for my school's library. I am currently developing a demo version of an RPG for the Casio fx-CG50 calculator. With only 16MB of storage and 60kB of RAM, I will have to be efficient with my code and utilise C where I can.

Mathematics: I took an online course on optimisation principles and algorithms. In my own time, I have visited the National Museum of Computing; seeing the WITCH in action and hearing how its incredible processing power gave those with access to it such an advantage in entirely separate fields and comparing the room-sized machine to my hand-held CG50 which is absurdly powerful in comparison was eye-opening.

Medicine: I was told about the latest cancer diagnosis tests, to include blood test screening, ultrasound and magnetic reasoning imaging and biopsy as well as treatments to include those with prostate cancer diagnosis considering HIFU focal therapy, hormone therapy and targeted drug therapy.

Creative Writing: I am working on the creation, with eventual production, of a dystopian book. Recently, I was invited to create a short film covering the subject of domestic abuse; I worked with Tracy Spencer-Jones, a LIPA graduate and with the company DASU, to create the activity pack which has been sent to teachers throughout North Wales.

English Language: I completed a Creative Writing Summer School course for the company, 'Read Now Write Now', collaborating with other writers in researching writing techniques, and producing short pieces on a topic we are

passionate about. We then critiqued constructively other pieces, as well as looking into famous works: Sylvia Plath's book, 'The Bell Jar' and Mark Haddon's book, 'The Curious Incident of the Dog in the Night-Time'.

Chemistry: I was prompted to read Organic Chemistry by Jonathan Clayden to supplement my inquisitiveness and learning. This prepared me well for the UK Chemistry Olympiad, gaining a silver award in Year 10 and 11, and a gold award in Year 12. Entering these improved my own learning and demonstrated my ability in problem solving.

Medical Technology: I arranged work experience at Hong Kong University of Science and Technology on the total synthesis of Vellosimine, an alkaloid with potential anti-cancer properties.

Law: Work experience at Bell Lamb and Joynson, Solicitors provided the opportunity to attend Crown Court trials and sentencing; attending court proceedings and listening to legal arguments broadened my interest in law.

Astrophysics: More recently, astrophysics has captured my imagination, fuelled by trips to Spaceport and The NASA Kennedy Space Centre where I marvelled at 'the sights' of Mars, Saturn and Jupiter.

Physics: During this summer, I enrolled in the online course, offered by the Australian National University, on astrophysics and exploring exoplanets to learn about the challenges that scientists face in discovering them.

Medical Science: I undertook a research project on the multi-storey memory model (Atkinson & Shiffrin), MRI scans which help detect tumours, dementia and infections, the typical causes of memory loss, and human biology studies.

English Language: When I first wrote a story, I had the intention of sharing. Now, after publishing two collections, I've discovered a great emotional release from writing, and sharing one's perceptions of the world. If anything, writing has taught me about myself and my own sentiment.

Politics: I completed work experience with MP, Dr James Davies, to view the day-to-day workings of the political system and attend a meeting with the Refugee Secretary. I also worked with the IT department of West Midlands' Police Force in the run up to the Commonwealth Games.

Marine Biology: I visited Clearwater Marine Aquarium Rescue Centre, Florida, to see the impact of fishing hooks on injured turtles; this highlighted what is possible in terms of protection, conservation and rehabilitation, which fed into my passion for marine biology.

Conservation and the Environment: I participated in two Open University virtual short courses - 'Climate Change' and 'Marine Vertebrates'; these were undergraduate lectures in environmental biology and conservation: wow!