

COGNITA



More Able and Talented Policy

September 2019

1 Introduction

- 1.1 We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its pupils, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented (MA&T) pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

2 Definitions

More Able	Children and young people with one of more abilities developed to a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.
Talented	Pupils whose abilities in art, music, dance or sport are significantly above average.
Dual Exceptionality	Pupils who are able, gifted or talented but also subject to a barrier of learning, such as Dyslexia, Asperger's Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none">• of high ability but of low motivation;• of good verbal ability but have poor writing skills;• very able but with a short attention span;• very able with poor social skills; and/or• keen to disguise their abilities.

3 Identification of More Able and Talented Pupils

- 3.1 The identification of MA&T pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves. It should be robust, flexible and ongoing.
- 3.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 3.3 Both qualitative and quantitative information is used for identification purposes:
- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy). Children performing exceptionally in these assessments may be identified as MA&T.
 - The MA&T register is updated at least annually, through a process of liaising with subject specialist teachers and class teachers throughout the school. The register may also change at other points of the academic year.

4 Responsibilities

- 4.1 Teachers:
- Identify the pupils who meet the criteria;
 - Use enrichment/extension opportunities appropriately; and
 - Identify and address underachievement.
- 4.2 Senior Leadership Team:
- Identify the students who meet the criteria;

- Gather names of identified students from all areas of the curriculum;
- Ensure that enrichment/extension materials are being used appropriately by staff;
- Plan for and use enrichment/extension materials appropriately;
- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
- Include items concerning the provision of MA&T children on meeting agendas;
- Ensure that staff are made aware of opportunities for CPD development in supporting the needs of MA&T children.
- Encourage children to enter local and national events and competitions
- Identify and address underachievement; and
- Analyse assessment results.

5 Coordination and Monitoring

- 5.1 The More Able and Talented Register for pupils is coordinated by the SENCOs and the Deputy Headteacher. The Register is reviewed on an annual basis, in association with departmental and staff meetings.
- 5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.
- 5.3 We recognise that some pupils who are more able or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

6 Strategies for Teaching

- 6.1 We offer opportunities for more able and talented pupils to thrive through:
- An enriched, stimulating and relevant curriculum;
 - Regular reinforcement of high expectations, e.g. sharing excellent work;
 - Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
 - Independent and collaborative learning activities;
 - The focus on thinking and study skills, including metacognition;
 - Pupils self-assessing and evaluating their own work; and
 - Encouraging risk-taking and the experience of setbacks to develop resilience.

7 Extension, Acceleration and Enrichment

- 7.1 Opportunities to broaden pupils' learning experiences may include:
- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
 - Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
 - Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme; and
 - Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

8 NACE (National Association for Able Children in Education)

- 8.1 The school is a member of NACE and utilises the benefits of this membership in a variety of ways, such as through the use of online resources and being kept up to date with key research.

9 Success Criteria

- 9.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the More Able and Talented Register as a whole. This includes:
- Improved attainment in the areas in which they are more able or talented;
 - Increasing active involvement by pupils in assessment of their own progress and target setting;
 - Increasing higher level questions being asked by pupils;
 - Increasing levels of independent learning, including risk taking in learning; and
 - Increasing confidence and improving attitudes to learning.
 - Increased development of metacognition.

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Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Robin Davies, ADE
Consultation – May 2017	The following schools were consulted: North Bridge House Canonbury, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsends Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, DoE.

Audience	
Audience	Parents and all school staff

Document application and publication	
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Wales	Yes
Spain	Yes

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14.08.2018	Throughout document changed 'Able, Gifted and Talented' to 'More Able and Talented' 2 – Updated definitions 3.3 – Removed section on identification purposes 4.0 – Streamlined responsibilities 5.1 – MA&T register the responsibility of SENCO and DHT 8.0 – Amended NACE section

Related documentation	
Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy