

# COGNITA



**Charterhouse  
Square School**



## **Charterhouse Square School More Able and Talented Policy**

**November 2023**

### 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 our 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 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. At Charterhouse, we recognise that the very able pupil will be capable of working at a significantly higher cognitive level than their peers in some areas and that tasks need to be set accordingly. We are, however, concerned for the whole child's development and recognise that in other areas, able children need the opportunity to develop alongside their peers. By stimulating and providing challenges for all pupils we will also develop the thinking of all pupils.

### 2 Definitions

Charterhouse Square School aims to provide opportunities for able pupils to:

- Have an appropriate education
- Work at a higher cognitive level in order to demonstrate their full potential
- Discover and develop their talents and abilities
- Develop socially as well as intellectually

At Charterhouse Square, we categorise and define our more able and talented pupils as follows:

<b>More Able</b>	Pupils who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills. Pupils with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
<b>Talented</b>	Pupils who excel in one or more specific fields: <ul style="list-style-type: none"><li>• Creative and Performing Arts – Art, Design &amp; Technology, Drama, Music;</li><li>• Physical Education/sporting ability; and/or</li><li>• Extra-curricular pastimes – e.g. Chess.</li></ul>
<b>Dual Exceptionality</b>	Pupils who are more able 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"><li>• of high ability but of low motivation;</li><li>• of good verbal ability but have poor writing skills;</li><li>• very able but with a short attention span;</li><li>• very able with poor social skills; and/or</li><li>• keen to disguise their abilities.</li></ul>

**It is important to note that the MAT register is fluid and flexible and will be monitored, reviewed and updated on an annual basis.**

### 3 Identification of More Able and Talented

- 3.1 At Charterhouse Square School, we identify children as more able and talented when they either perform significantly above national expectations for their age or demonstrate higher level strategies or styles of learning. The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves. The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.
- 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 in building up a wholly representative picture of the child.
- 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. Additionally, we make use of the following information when identifying more able and talented pupils:
- Information provided by parents or carers;
  - Identification by a previous teacher, previous school, external agency or organisation;
  - Discussion with the child.

#### ***As a school, we recognise that more able and talented pupils may:***

- be good all rounders
- be high achievers in only one area or strand of the curriculum
- be of high ability but low motivation
- be of good verbal ability but poor writing skills
- be very able with short attention span
- be very able with poor social skills
- possess superior powers of reasoning
- show originality and initiative
- be frustrated if they cannot achieve the excellence they demand of themselves
- have keen powers of observation
- spot the direction of a story or situation well ahead of their peers
- have exceptional curiosity and constantly want to know why
- have a wide range of interests which they follow with great enthusiasm
- be unwilling to follow instructions for class task preferring to do things in an individual manner
- when interested become absorbed for long periods
- absorb and store information quickly
- have exceptional ability in Art, Music or Sport

### 4 Responsibilities

#### 4.1 Teachers:

- Identify the pupils who meet the criteria;
- Use enrichment/extension opportunities appropriately; and
- Identify and address underachievement.

#### 4.2 Subject Leaders:

- 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 Deputy Head. The MAT Register is reviewed on an annual basis, in association with pupil progress, staff feedback and information gleaned from subject areas and weekly 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 and 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.

The effectiveness of this policy will be monitored by SLT through:

- Tracking the progress of children identified as more able on the school register;
- Analysing test results and checking planning files, marking and other records;
- Observing children, planning, marking and feedback;
- Developing methods of measuring the impact of the initiative on specific pupils and the general raising of standards;
- Ensuring form teachers are responsible for maintaining documentation of pupils' progress and achievements; and
- Reviewing and revising this policy as the need arises.

### 6 Strategies for Teaching

6.1 At Charterhouse Square, we aim to ensure effective and suitable provision for More Able and Talented pupils by planning work with appropriate pace, rigor and challenge. We aim to create a learning climate in which success is valued by everyone and where individual differences are accepted and celebrated.

We offer opportunities for more able and talented pupils to thrive through:

- An enriched, stimulating and relevant curriculum;
- Using a whole school policy on identification and provision;
- Creating a positive environment in which it is good to succeed and achievement is celebrating;
- Identifying the needs of the more able and talented in the planning process; including the provision of resources where funding allows;
- Giving children the opportunity to take responsibility and use initiative;
- Regular reinforcement of high expectations, e.g. with a Challenge activities;
- Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
- Independent and collaborative learning activities providing opportunities for pupils to organise their own work, access resources, make choices, analyse and evaluate their achievements, challenge themselves and be self-critical;
- 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.

At Charterhouse Square, due to the nature of the classes and the close cooperation between colleagues, each teacher is aware of the current status of children in their class. All school staff provide a challenging environment to inspire and excite children and are committed to an ethos of high expectation for all.

The following classroom-based strategies are employed where appropriate:

- Establishing prior knowledge, understanding and skills the pupils;
- Variable and flexible grouping of children;
- Differentiation by both task and outcome;
- Individual target setting;
- Encouraging all children to become independent learners;
- Setting unaided tasks which involve making choices about their work and self-evaluation;
- Planning high quality tasks for enrichment with extension materials that relate to the subject always available; and
- Ensuring extension tasks are identified in lesson plans.

### 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. At Charterhouse Square we aim to offer a mastery curriculum whereby added weight is given to a child's ability to apply their learning within the whole curriculum in a more complex and in-depth, cross- objective and multi-modal model;
- Internal opportunities for pupils to take part in organised challenge activities, e.g. chess club, subject area days including Maths Day and Science, Maths and General Knowledge Quiz Club
- Enabling a pupil to study aspects of a topic that there would not normally be time to study,

## **More Able and Talented Policy**

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- 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 local, regional and national schemes/competitions.

### Useful MAT websites

#### General:

[www.nace.co.uk](http://www.nace.co.uk) - The National Association for Gifted Children in Education. An independent education organisation.

<http://blog.prufrock.com/> - news and views from the nation's leading publisher for gifted, advanced, and special needs learners

#### Across the curriculum:

<http://www.childrensuniversity.co.uk/home/learn-with-us/downloadable-learning-activities/> - a range of activities to support children across the curriculum

<http://www.potentialplusuk.org/> - provides support and advice for families of more able and talented

<http://www.bbc.co.uk/programmes/articles/38BYD39DV9TQmJ7xhM4qytG/primary> - A range of short films, including dramas, animations and documentaries, designed to provide inspiration for the classroom and beyond.

<http://www.ruralgandt.org.uk/> - The aim of this website is to provide advice, support and information for schools, young people, parents and carers. Our focus is on most able learners who live or attend school in rural, coastal or isolated areas of England.

#### Useful websites with resources:

<http://www.bbc.co.uk/education>

<http://thekidstory.com>- bank of useful websites/activities for all ages/subject areas

#### English and Mathematics:

<http://www.topmarks.co.uk/> - range of literacy and Numeracy games to support and extend children's learning independently

<http://www.literacyshed.com/>

#### MAT activities/challenges for children:

*Public Learning Destinations* are places which provide *Children University Learning Activities* and which are publicly accessible, places which include wildlife centres, zoos, historical interest sites, theatres and libraries. Click on the link below to see the destinations local in Swansea or further afield.

<http://www.childrensuniversity.co.uk/home/learning-destinations/#/?categoryId=0&text=swansea&distance=600&location=England>

## More Able and Talented Policy

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<b>Ownership and consultation</b>	
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, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

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<b>Related documentation</b>	
Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy