


***“Maximising students’ abilities, ambitions and academic potential”***

# **More Able and Talented Policy**

Recommended by: Teaching and Learning Committee	
Date: November 2016	
Approved by the Full Governing Body	
Signed:	
Next Review Due: November 2018	

*Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## **Rationale**

Broadoak Mathematics and Computing College is committed to maximising students' abilities, ambitions and academic potential. This policy is an integral part of the College's broader development of teaching and learning and educational opportunity for all students. It states our commitment to providing an environment in which all students are able to realise their potential.

## **Aims**

- To raise the aspirations of all students
- To provide opportunities for all students to achieve their potential
- To develop independent and resilient learners
- To develop a consistent approach to whole school provision for able learners
- To establish and develop high expectations

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

## **Definitions**

The term 'More Able and Talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

- 'More Able' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

## **Identification**

More Able and Talented students are identified firstly at a whole school level by a judgement based on an analysis of various data sources including:

- Key Stage 2 results
- CATS
- FFT predictions

This information is collated by the More Able and Talented co-ordinator and is made available to all staff on the INET. The More Able and Talented register is regularly reviewed and updated.

When a student is identified as being More Able and Talented, teacher guide lines are created showing the student's views about their learning; these are then shared with the student's teachers and parents.

In addition, each department has their own subject specific More Able and Talented register. Students are identified as being More Able and Talented within a subject according to criteria determined by the Subject Leader or Head of Faculty. This may include:

- Reading ages
- In class assessments
- Other relevant data

This register should be reviewed regularly during faculty meetings and at least three times a year.

Once identified, each faculty will adapt schemes of work and lesson plans to meet the needs of More Able and Talented students. Where students are exceptionally talented or able, provision will be personalised according to their area of skill.

Higher Achieving Pupils (HAPS) are also identified from their Key Stage Two results where they have achieved level 5 or above. From September 2016 this will be determined by the standard score at Key Stage Two. These students may be different to those identified as being More Able and Talented.

### **In-class provision**

Strategies include:

- Departmental schemes of learning that identify activities that will ensure all students are challenged.
- Effective management of student groupings and recognition that whilst there may be a higher concentration of More Able and Talented students in some groups there will be students who have talents in all groups.
- Provision of opportunities for More Able and Talented students to work with students of similar ability.
- Mentoring and additional provision for students of exceptional ability.
- Opportunities to develop leadership skills.
- Provision of enrichment activities and tasks.
- Differentiation within subject areas.
- The development of independent learning.

### **Extra-curricular provision**

A range of activities targeted at the More Able and Talented cohort are provided both via the MAAT coordinator and through subject specific activities. These are vital for ensuring that pupils who have potential in these areas are given opportunities to practice and develop their skills. These opportunities are open to all students.

### **Co-ordination and monitoring**

The Assistant Headteacher with responsibility for More Able and Talented provision has overall responsibility for:

- Ensuring that the policy is implemented.
- Co-ordinating the monitoring of progress and interventions.
- Ensuring that the professional development programme includes relevant aspects of More Able and Talented provision.

The More Able and Talented co-ordinator has responsibility for:

- Reviewing and updating the whole school register.
- Monitoring and tracking whole school progress.
- Delivering professional development programme when required.
- Mapping whole school MAAT provision.
- Co-ordinating whole school MAAT opportunities.
- Coaching and mentoring staff with regards to developing Quality First Teaching.

Subject Team Leaders are responsible for:

- Ensuring schemes of learning provide challenge and stretch for MAAT learners.
- Reviewing and updating the departmental register as part of their subject team meetings.

- Tracking progress of MAAT learners.
- Implementing intervention strategies to support MAAT learners.

Class teachers are responsible for:

- Being aware of the MAAT learners in their classroom through data or identifying MAAT students.
- Implementing MAAT guidelines.
- Providing Quality First Teaching to meet the needs of all learners, including MAAT students.
- Monitoring and tracking progress of MAAT learners in their classroom.
- Implementing strategies for those students not on target, which should be specified in the Closing the Gap document.