



POLICY FOR MEETING THE NEEDS OF MORE ABLE AND TALENTED PUPILS

Published on: Intranet
School Website

Updated: July 2009
Due for Review: July 2012

1. Opening Statement

Bassaleg School is committed to the development of excellence in an environment that has high expectations and a high degree of personal support. We recognize that more able and talented students have particular needs which must be met if they are to thrive in school and reach their full potential.

2. Ethos

2.1 It is the intention of the school to provide an appropriate curriculum and adequate support to enable each student who has been identified as more able and talented to reach their full potential.

2.2 We are committed to offering challenge within lessons and to developing a growing range of opportunities for more able and talented pupils outside lesson times.

2.3 The more able and talented will normally work within their year group but opportunities will be presented for them to work with their intellectual peers across the school and across the city.

3. Definitions

We recognize that there are many definitions of more able and talented pupils. We base our policy on the following:

- More able refers to students who are academically able in one or more curriculum subjects.
- Talented students have unusually high levels of ability in areas such as sport, expressive arts and inter-personal skills.
- The WAG guidance is that the more able and talented students should make up approximately 20% of the cohort. The ratio of more able to talented should be 2/3 more able to 1/3 talented.
- More able and talented students are a diverse group and may have complex needs.

4. Identification

We understand that identification needs an open-minded and flexible approach and will involve gathering information from a range of sources. The process of identification is not an end in itself but a means of:

- Raising awareness of students' needs and potential.
- Improving the match between teaching and learning strategies and the needs of the student.
- Motivating students to take advantage of a range of opportunities on offer.
- Refining our monitoring of student progress against targets.
- Challenging underachievement.

5. Identifying More Able Students

5.1 The following information will be used to identify able students:

- KS2 and KS3 teacher assessments.
- CAT scores (120 or greater in verbal reasoning or mean).

- Nominations from subject areas using subject-specific criteria and assessment data (approximately 5% of the year group).
- Nominations from the pastoral team for pupils who show the potential to develop high level leadership and other inter-personal skills.

5.2 In addition, information gathered from parents regarding their child's abilities will also be used to identify potential.

5.3 Able students who are underachieving or disaffected need to be identified and targeted. Behavioural problems will not be a reason for non-inclusion on the MAT list, nor will being on the AEN register.

6. Reviewing the MAT List

The list will be reviewed annually and amendments made. It is the responsibility of the MAT coordinator (curriculum) to lead the annual review of the list and to ensure that all teachers have access to the information regarding more able and talented students.

7. Provision

7.1 We aim to provide support, challenge and opportunities for more able and talented students to excel. We recognize the need to offer opportunity without pressure.

7.2 Once students have been identified that information will be made available to all teaching staff and teachers will be required to bear the needs of the identified students in mind when planning lessons.

7.3 All members of staff have an obligation to monitor the progress and well-being of more able and talented students.

8. The Curriculum

8.1 The school will provide the more able and talented students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside.

8.2 Learning plans in all subject areas will recognize the need to plan lessons explicitly to meet the needs of more able and talented pupils.

8.3 The school's standard assessment and marking policy will be used. Subject teachers will be made aware of those students on the More Able and Talented list and should monitor progress against published targets.

8.4 The coordinator for MAT students (curriculum), Curriculum and Subject Leaders will advise colleagues on strategies to challenge able students.

9. Enrichment

9.1 The Coordinator for More Able and Talented students (enrichment) will produce a directory of enrichment opportunities on offer within the school and will publish this to students, staff and parents.

9.2 In addition, the school will seek to continually update and widen opportunities for able students to discover and develop their skills in extra-curricular activities. These may include sessions held within the school, led by school staff or external speakers, as well as educational visits. Opportunities for enrichment may be offered beyond the normal school day.

9.3 The aim of the opportunities will be to offer additional and different experiences to broaden the perspectives of the More Able and Talented cohort. In addition, the opportunity to work with other Able and Talented students, sometimes across year groups and across schools, will be offered.

10. Assessment

Students will be assessed on entry to year 7 in order to identify potential. The Coordinator for More Able and Talented students (curriculum) will check the progress of identified students using the LISOL monitoring program. Evidence for assessment will include:

- Assessment data within subject areas.
- Students' work.
- Staff responses.

11. Pastoral care

It is essential that the more able and talented programme embraces the support the pastoral system is able to offer. The school must be aware that the identification of a student as either more able or talented may lead to peer problems and therefore must be open to strategies to support students within the More Able and Talented cohort. The school must be able to accommodate the individual within the institution.

12. Parents

Parents will be informed of the school's approach towards More Able and Talented students and the enrichment opportunities on offer.

13. Evaluation

The MAT Coordinators will provide an annual report using the ACCAC/WAG audit framework. All subject and year heads will include an evaluation of provision for and progress of more able and talented students in their annual self evaluations.

14. Conclusion

14.1 At all times the well being of the individual student must be paramount. The key concept of the more able and talented programme must be **opportunity, challenge and enrichment.**

14.2 Students identified as more able and talented will be monitored and supported.

14.3 The more able and talented programme must impact on the whole curriculum in order to be effective.

ACCAC Audit Framework

Auditing existing school practice for more able and talented pupils

Discussion of the questions at the end of each section should enable you to complete the following audit.

In the second column, use the numbers 1-5 to describe how you judge the current situation, where 1 indicates high performance, 3 is satisfactory and 5 indicates an area for development.

In the third column, enter the action required.

Following the audit, schools may wish to produce an agreed, written policy, or ensure that all important aspects are included in other relevant policy documents (for example, assessment, curriculum, pastoral care, staff development, schemes of work).

The actions described in the third column will provide a basis for an action plan relating to provision for more able and talented pupils, in which initiatives can be prioritised, lead personnel and roles identified, and target dates and evaluation criteria set.

<i>Issue</i>	<i>Current situation</i>	<i>Action required</i>
The school has a definition of 'more able and talented' which takes account of the school context.		
Staff have a good awareness of recent theories regarding learning and high performance.		
A variety of strategies are used to identify more able and talented pupils.		
A range of data is analysed to identify potential and monitor progress of individual pupils, and of minority groups.		
A variety of organisational strategies are in place to provide for more able and talented pupils.		
All subjects include reference in their curriculum plans to more able and talented pupils.		
All teachers take account of pupils' differing abilities and learning needs in their planning.		

All subjects provide appropriate challenge for more able and talented pupils, with good variety of enrichment and extension activities.		
There are many opportunities for extra-curricular enrichment and extension activities.		
The school has equity of provision and access, and high expectations for all pupils.		
There are sufficient and varied resources to support the education of more able and talented pupils.		
Roles and responsibilities for leading, monitoring and evaluating initiatives relating to more able and talented pupils are clear.		
Parents are involved in decisions relating to the education of more able and talented pupils.		