

More Able & Talented Policy



Together We Learn

...always striving to be outstanding, transforming the aspirations of a community.

Reviewed October 2019

Ernesettle Community School More Able and Talented Policy

Ernesettle Community School welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all students and enable them to maximise their potential. This is especially relevant with children identified as More Able and Talented, regardless of their gender or background. This policy outlines Ernesettle Community School's approach to More Able and Talented (MAaT) pupils; their identification, management, opportunities, success criteria and the overall programme.

Ernesettle Community School's Aims for MAaT:

- Identify students who are achieving or have the ability to achieve significantly above their Age Related Expectations.
- Provide for the learning needs of those children through a high-quality educational experience.
- Ensure that MAaT pupils are appropriately challenged to continue to extend themselves and reach their full potential.
- Develop effective and inclusive practice which will lead to whole school improvement.
- Provide a broad range of enrichment through additional, external learning opportunities, specially targeted for the development of MAaT pupils – currently organised by the Excellence Cluster.
- Involve Parents/Carers in the MAaT programme and make them aware of the process and additional opportunities available for the child.
- Ensure MAaT pupils are identified and teachers are made aware of them through the use of the MAaT Register.
- Hold a central MAaT Register used to measure the overall progress of both MAaT children and the programme.
- Monitor within year groups, the progress of MAaT pupils individually and as a group within the specific gift or talent.
- Subject leaders to monitor their MAaT children and ensure that they are being appropriately challenged.
- Encourage children to fulfil their potential in their academic, physical and creative achievements.
- Have high expectations that are supportive of such successes and ensure celebration of these.
- Our provision for MAaT pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils.

Definitions of MAaT:

The terminology which Ernesettle Community School will use to define our More Able and Talented pupils will be:

<u>More Able</u>	Describe children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).
<u>Talented</u>	Describes learners who have an exceptional ability to excel in creative subjects such as Physical Education, Music, Art and Design.

Our able children are identified on the Assessment Mainframe, whilst our MAaT pupils in each year group are identified, profiled and tracked using our MAaT Register, which all members of staff can access.

Identification of MAaT Pupils:

Our identification makes use of quantitative data and also draws on a wider range of qualitative evidence:

- Teacher assessment recorded on the Assessment Mainframe.
- Parent/Carer Nomination where background knowledge of their child is provided.
- Peer Nomination.

Pupils may be identified at any time and we aim to classify between five and ten percent of each cohort as being MAaT. All such nominations will be recorded on the MAaT Register with the names of pupils identified as being More Able or Talented and details of the nomination so that their progress can be specifically tracked. Class teachers, the MAaT Co-ordinator and the Headteacher will be fully involved in discussions about the Abilities and Talents of individual pupils. Once identified, pupils will remain on the Register unless they cease to meet the criteria for nomination for four new terms.

Throughout the year, all children are assessed using the following steps:

B	B+	W	W+	S	S+
---	----	---	----	---	----

To ensure that a child is achieving significantly above their Age Related Expectations, allowing them to be deemed More Able, they will need to show the potential to achieve the following steps by the end of the academic year:

<u>Year group</u>	<u>Assessment</u>
1	1S+
2	2S+
3	3S+
4	4S+
5	5S+
6	6S+

Organisation of MAaT:

We currently have a MAaT Co-ordinator (Miss Sarah Jewell), who is responsible for co-ordinating the MAaT programme at Ernesettle Community School. Their role is to:

- Set up and maintain the MAaT Register.
- Liaise with class and subject teachers to support and encourage provision for those pupils, including suitable and challenging interventions.
- Research suitable resources and generally support staff in providing for those pupils.
- Attend relevant training.
- Organise enrichment activities for MAaT children in each year group.
- Ensure that all teachers keep appropriate records and that these are transferred to the next year group.

Provision for MAaT Pupils:

This will depend on the individual learning needs of the pupil, yet a range of strategies can be considered:

- Differentiated planning to include a minimum of support, core and extension and is aimed at MAaT children. The differentiation can be by outcome, resource, task, dialogue, support, pace and content.
- Opportunities for children to learn in a variety of grouping situations e.g. independent, paired, group and whole class.
- Setting targets at a sufficiently high level to extend and challenge MAaT pupils.
- Inclusion in enrichment activities.
- Opportunities for their achievements to be celebrated.
- Questioning, explaining and challenging to extend thinking.
- Provision for a range of different learning skills.
- Opportunities provided to develop thinking skills, problem-solving, higher order thinking and communication skills.
- Encourage the use of the MAaT pupils as lead learners, as and when possible.
- Various use of the Teaching and Learning Assistant for support and further acceleration.
- Opportunities to develop own interests and learning strategies, enabling pupils to become independent learners.
- Classroom environment which develops and promotes high achievement by empowering learners.

Partnership Between Parents/Carers of MAaT Pupils:

The involvement of Parents/Carers is an essential element of children's learning and well-being, their support is crucial in determining the educational outcomes of their children. Where Parents/Carers and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

At Ernesettle Community School, we will:

- Provide Parents/Carers with the opportunity to nominate their child to be part of the MAaT Register by asking them to complete a form detailing their child's achievements.
- Discuss their child's inclusion on the school's MAaT Register with Parents/Carers.
- Class teachers to liaise with Parents/Carers about this inclusion during Parent/Carer Meetings.
- Report on progress annually through written end of year reports.
- Communicate external opportunities to Parents/Carers for extension activities which are relevant to their child's Ability or Talent.

At Ernesettle Community School, our overall aim is to provide high quality learning experiences for all our pupils. To ensure every child reaches their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. We believe a strong MAaT programme is vital to support the ethos of Ernesettle Community School, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.