



# **MORE ABLE AND TALENTED POLICY**

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## **Purpose of the Policy**

This policy aims to provide the criteria for identifying More Able and Talented students at The Corbet School and to outline the provision set out for them.

The Corbet School prides itself on raising the aspirations and achievements of all of our pupils. Through outstanding teaching and a Quality First teaching approach, all needs of each individual student are considered and met by class room teachers.

The purpose of this policy is to ensure that correct guidance is followed in order to reach the full potential of every student- in particular the More Able and Talented students. Through a structured process of identification and monitoring, we can ensure that students identified as More Able and Talented are reaching their potential, whilst not excluding others from also reaching theirs.

## **Link to Whole School Aims**

The Corbet School More Able & Talented policy is driven by whole school development plans and informed by national and regional policy guidelines.

The Corbet School believes in:

*'excellence, innovation and tradition meet to fulfil the needs and aspirations of all members of our school community'*

Thus, every child deserves the right to reach their full potential. More Able & Talented students require extension, challenge, enrichment, guidance and support to do so. More Able & Talented provision aims to ensure this happens.

## **National Policy**

Will be accounted for and followed. School policy will adapt to reflect national policy.

## Key Staff

<b>Head teacher</b>	<p>To guide More Able &amp; Talented strategy in line with whole school aims.</p> <p>To lead and manage the More Able &amp; Talented Co-ordinator.</p>
<b>More Able and Talented Co-ordinator</b>	<p>To drive and implement More Able &amp; Talented policy.</p> <p>To raise the profile of More Able &amp; Talented in, and at, The Corbet School.</p>
<b>Link Governor</b>	<p>To raise awareness of More Able &amp; Talented at governor level.</p> <p>To communicate between the governing body and the MAT co-ordinator.</p>
<b>Learning Managers</b>	<p>To be aware of More Able &amp; Talented students, to monitor progress and commitment and to support academic and pastoral interventions as required.</p>
<b>Subject Leaders</b>	<p>To help identify More Able &amp; Talented students and provide appropriate information.</p> <p>To identify More Able &amp; Talented in departmental plans and drive improvement against good practice guidelines.</p>
<b>Lead teachers</b>	<p>To direct monitoring and intervention of More Able &amp; Talented students and to support good practice in the department.</p>
<b>All teachers</b>	<p>To be aware of More Able &amp; Talented students and use good practice to help them reach their potential.</p>
<b>Form Tutors</b>	<p>To be aware of More Able &amp; Talented students and provide pastoral support and academic guidance.</p>

## Definitions

Guidelines in England (DfES, May 2008) defined More Able and Talented students as:

<b>More Able (Gifted)</b>	Top 5-10%* of students in school as measured by actual or potential achievement in the main curriculum subjects.
<b>Talented</b>	Demonstrates flair, creativity, and performance at a level significantly ahead of their peers - in the areas of Art, Drama, Music and Sport.

*\* This % is relative to the school context, not the national context.*

**Able** students are defined by The Corbet School as those who have demonstrated high ability in KS2-4 assessments and who are classed as a high ability group according to national analysis criteria, such as Raise Online (see [More Able and Talented Criteria for Identifying Students](#)).

## Targets and Progress 8

Schools are now measuring student progress across all subjects. Current year 7 pupils, and pupils thereafter, will be assessed according to their target group, Launch, Developing and Mastery. Students who are above expected progress in Year 6 teacher assessments and based on FFT20, from FFT Aspire, data should be targeted at Mastery and achieve Grades 7-9 upon leaving their school study. This will be compared on a national scale upon taking exams at GCSE Level.

All pupils who are More Able or talented should be stretched to make better than expected progress, or good progress in line with their targets.

Currently, The Corbet School aims to help More Able (Gifted) students achieve a significantly positive progress 8 result. This means they should be gaining grades 8/9 at GCSE across all subject areas. Where data suggests More Able (Gifted) students are at risk of not meeting this measure, targeted intervention will be put in place to help it happen. Data will come from Y10 and Y11 progress reviews and target setting.

## More Able and Talented Criteria for Identifying Students

KS2 Primary data and MidYIS scores will be used for KS3 students and KS2 & KS3 Progress data and Yellis scores will be used for KS4 students.

Criteria may shift with the ability profile of each year group and will be reviewed annually. The criteria will aim to identify 5-10% of the year group in line with government guidelines. This 5-10% of the cohort can be effectively managed and supported.

For instance, the current Y7 Register has solely taken into account MiDYIS scores 120+ for English and Maths. This is to narrow the selection of pupils who are currently labelled as 'Mastery' in the target setting band for year 7. Talented pupils have been nominated by departments and reasons justified by the classroom teacher.

<b>Y7 Students</b>	Identified on Entry from KS2 Scaled Scores of 120+ (above standard) and reassessed in a MIDYS Score of 120+ mid-September.
<b>Y8 Students</b>	MIDYS Score of 120+
<b>Y9 Students</b>	Identification from subject tests and teacher assessment.
<b>Y10 Students</b>	YELLIS score of 120+ and teacher assessment.
<b>Y11 Students</b>	YELLIS score of 120+ and teacher assessment.

Rarely, students may be referred to and placed on the More Able (Gifted) register via other means, such as the assessment of an educational psychologist.

### Points of Entry

There are two main points of entry onto the Gifted register, at the start of Y7 (based on Primary Performance and MiDYIS) and at the start of Y10 (based on Y9 Autumn Assessments and Yellis Scores). The register is however, reviewed and updated every year and students can be added at any point due to other reasons such as professional input.

## Talented Criteria

<b>Art / Design</b>	Exceptional design, technique, inventiveness, creativity
<b>Drama</b>	Particular flair or ability in theatrical performance
<b>Music</b>	Highly skilled compositional, instrumental, vocal performance and attainment
<b>Sport</b>	Outstanding performance at school level and / or regional / national representation

Talented criteria will rely on teacher referral and may account for achievement outside the school context. See **Departmental Data**

## The More Able and Talented Register

The register will list students who meet **More Able** and **Talented** criteria. Information will be shared with teaching and non-teaching staff and **More Able** students will be indicated in SIMS (Student Information Management System) for reference and analysis and will be available on the school department area. The register will be reviewed annually and will be reviewed in the Autumn Term of each academic year.

## Departmental Data

**More Able (Gifted)** students will also be identified on SIMS and Heads of Department should indicate them on class lists and ensure class teachers are aware of them. Teachers who work with developing and supporting **Talented** students will identify and monitor the students and review their progress annually.

## Auditing

Annually, Heads of Department will be asked to self-evaluate their support for More Able (Gifted) or Talented students to help identify good practice across the school and areas of development. This information will inform policy and staff training.

## Home Contact

Contact home may be made throughout the year to follow up on pupil progress, and aspiration.

Information evenings and letters may be brought to the notice of parents at times relevant to events and targeted pupils.



## Public Information

### Internet

The school web site will have a section dedicated to **More Able (Gifted)** and **Talented**. This section should provide information and links for students and parents. It can also be used to share information about upcoming events and to celebrate previous events and successes.

### Celebration and Rewards Systems

In addition to the school website, celebrations and event articles could appear in Newsletters and on notice boards.

Any rewards for More Able & Talented students should fit in with the whole school reward system. It is important that parity is maintained and students are only rewarded for 'exceptional' work in context. Note that these students should be able to produce outstanding work (by peer comparison) as a matter of course.

## School Held Information

### School network and SIMS

The dedicated area on the school computer network should be structured and maintained as a Resource Centre for all staff, for research and reference. Information will include:

- The More Able (Gifted) and Talented register
- Student profiles
- Relevant data / targets
- Archive of event / activity documents
- Teaching and Learning reference documents / publications
- SISRA MAT Focus Group

## Regional Links

### Local Authority Links

The Corbet School will work with Local Authority Advisors to implement regional guidance and share good practice. The More Able & Talented Co-ordinator will attend network meetings to share information and experiences with other schools in the authority.

### Secondary Education Links

Links with other schools may be further developed so that joint More Able & Talented activities and initiatives are implemented.

### Further Education Links

More Able & Talented events may be available so students can gain insight into further or higher education opportunities. Participation should take More Able & Talented students' career aspirations into account and link with Information, Advice and Guidance (IAG) work.

## Primary Education Links

In order to maintain the standard of intake it is important that The Corbet School continues to attract More Able & Talented students from primary feeder schools. During the school year, events will invite More Able & Talented students from feeder primary schools to visit The Corbet School and experience More Able & Talented activities led by teachers here. In addition, opportunities for the More Able & Talented co-ordinator to visit selected primary schools to lead More Able & Talented activity sessions will be explored.

## Other Organisations and Agencies

Other agencies and charities exist to support schools with More Able & Talented provision and to support parents and carers of More Able & Talented children.

Examples include:

<b>NACE</b>	National Association for Able Children in Education
<b>NAGC</b>	National Association for Gifted Children
<b>GIFT</b>	European agency specialising in enrichment and extension courses for students
<b>CHI</b>	The Support Society for Children of High Intelligence
<b>STEM</b>	Science Technology Engineering and Mathematics

Future membership of such organisations will be based on priority, budget and perceived value. Links to these organisation web sites will be provided to parents via the school web site as they provide a source of potentially useful information and guidance for parents and carers.

## **Enrichment**

Enrichment activities are those that present challenge to More Able & Talented students outside of the normal curriculum. These may take place at school when More Able & Talented students are taken off timetable for dedicated time or off site, where students visit facilities or institutions, where activities that foster aspiration are organised. It is also important that More Able & Talented students experience competition and [occasionally] failure. More Able & Talented students need to be challenged in order to develop the capacity for tenacity that will serve them well in further or higher education or career settings.

## **Opportunities**

Opportunities will be identified and attended according to the following criteria:

- Will challenge, inspire or provide competition
- Provides value for money
- Provided by qualified personnel and organisations
- Matches More Able & Talented students' aspirations and needs
- Does not compromise other curriculum activities, exams, or exam preparations.

Only More Able & Talented students whose needs, aspirations and abilities match the experience will be invited so that provision is appropriate and beneficial.

Departmental activities can be supported with minimal intervention from the co-ordinator.

Student feedback should be sought and collated wherever possible. A log of activities undertaken and events attended should be held centrally.

Opportunities should be opened up to all students to raise aspirations and expectations.

## **Enrichment Links**

Through the identification of opportunities and organisations, activities and events will be identified that best match More Able & Talented students' needs. Links and contacts will be maintained and arrangements could be made for students to participate. New events and experiences will be considered against those already available.

## Pastoral Care

Not all pastoral issues with More Able & Talented students need involve the MAT co-ordinator. However, in some instances information may be sought or the MAT co-ordinator could become directly involved in supporting staff and students, namely:

- Where More Able & Talented students display inappropriate or challenging behaviour that may be related to their gift or ability
- Where More Able & Talented students are failing to make expected progress
- The MAT coordinator will draw on the support of the pastoral team should they need to investigate any reasons for changes in any data held for the individual.

## Behaviour

Teaching and Learning information to support More Able & Talented behaviour problems will be available to student-facing staff on the school computer network. The range of behaviours shown and issues faced by More Able & Talented students are many, and support strategies should be considered on a case by case basis.

## Monitoring and Intervention

Progress interventions could be led by the Learning Manager and Raising Achievement Team, with or without the direct support of the More Able & Talented co-ordinator. However, the More Able & Talented co-ordinator may refer students for intervention through progress analysis and the More Able & Talented co-ordinator should ideally be informed of other interventions.

## Staff Training

Relevant More Able & Talented information will occasionally be distributed to all student-facing staff. As part of the staff Professional Development programme training sessions to relevant staff will be provided to raise awareness of theory, policy, pedagogy and practice.

## Teaching and Learning Strategies

In addition to sharing strategies through training, all staff will have access to More Able & Talented Teaching and Learning documentation via the school computer network where a Resource Centre will be maintained.

## Student Mentoring

Data will be monitored at every data collection point for those on the More Able and Talented register. Progress reviews can be used to identify any student who is underachieving or showing a dip in effort or commitment. Such students may be mentored by the MAT Coordinator or team. Contact with home could be established to support this intervention. Pastoral team, tutors and teachers may be involved and liaise with the More Able & Talented co-ordinator.

## **School Success Criteria**

### **School Performance Indicators**

As schools move towards a 'Progress 8' benchmark it is evident that More Able & Talented students have much to contribute. Y6 students achieving 'at standard' and progressing to achieve grades 8/9 at GCSE demonstrate significant positive progress 8.

It is in students' best interests to maximise their GCSE results profile and make the most of their potential. For More Able (Gifted) & Talented students the school should ensure all students capable of 8/9 grades across subjects, achieve those grades.

It is important for the target grades of all students on the MAT register to have targets set according to their strengths and reasons for being on the register. Individual circumstances and teacher's own discretion should be taken into consideration with target setting, but appropriate identification of targets set for individuals on the MAT register should be adhered to.

As such, More Able & Talented activities should directly contribute to top line results and school performance. A summer exam analysis will gauge success and interpret trends to inform future work.

### **Ongoing Improvement and Policy Review**

This policy sets out the intent for the academic year 2018-2019 and will be reviewed at the end of the academic year. Experiences will inform improvement to practice and policy on an ongoing basis.

Potentially, a benchmark for self-evaluation such as the old DfES Classroom Quality Standards (2011) for More Able and Talented, and potentially external awards, such as the NACE Challenge Award, may be used to guide More Able & Talented practice at The Corbet School towards 'Outstanding'.

Staff informed of Year 8-11 on MAT register. Introduced to changes to register and Individuals 'working at'	Staff Meeting September (3 Weeks in when teaching groups set up).  (27 <sup>th</sup> September- year team meetings)
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## Appendix 1 – Activity Cycle

Meetings between Deputy Head teacher and More Able & Talented Co-ordinator	Every half-term
Review More Able & Talented in School Development Plan	Annually
Review More Able & Talented in Department Development Plan's	Annually
Review National Policy	Every term
Communicate with Link Governor	Every term
Report to SLT	Every term
Update More Able & Talented register	Annually, Autumn 1st half-term
Contact home	Dependent
Departmental Audit	Annually, Autumn Term
Web site review / update	Each term
School staff 'information bank' updates	On-going
Primary school transition event	Annually, Summer Term
Enrichment Activities	On a case by case basis, ongoing
More Able & Talented student progress review / intervention	In line with report cycle
Staff Training sessions	Annually
Individual student mentoring	On a case by case basis, ongoing
Summer exam analysis	Annually, Autumn Term
Policy Review / Update	Annually, Spring Term
SLT Review & Evaluation	Annually

1 <sup>st</sup> data cycle review of MAT year 11 focus	MATco to feed back to Staff at Target Setting twilight- identifying key pupils 18 <sup>th</sup> October twilight Info used to inform Mentoring re GCSE
Feedback any target setting issues to HODs Start to think year 10 targets/ focus.	RA group meetings Nov.
Whole staff time to add /remove students onto MAT register including year 7.  Information gathered from all departments to identify individual students who are talented in their area.  Departments asked to Audit their ideas/resources for catering for MAT pupils  Updates on current research and resources.	January PD day.
Mat Register updated	Feb half-term Emailed out to staff
February Data analysis	Feedback to February RA meeting
MAT policy Review	Spring Term
MAT register review	Summer Term- Whole staff including feedback for individual pupils. MATco to update pupil profiles for September.

## Appendix 2- Timeline in academic year