

MORE ABLE AND TALENTED POLICY 2020-2021

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CONTENTS

More able and talented policy 2020-2021	1
Purpose of the Policy	3
Link to Whole School Aims.....	3
National Policy.....	3
Key Staff.....	3
Definitions	4
Targets and Progress 8	4
More Able and Talented Criteria for Identifying Students	4
Points of Entry	5
Talented Criteria.....	5
The More Able and Talented Register.....	5
Departmental Data.....	6
Auditing.....	6
Home Contact.....	6
Public Information	6
Internet.....	6
Celebration and Rewards Systems.....	6
School network and SIMS	6
Regional Links	7
Local Authority Links	7
Secondary Education Links	7
Further Education Links	7
Primary Education Links	7
Other Organisations and Agencies	7
Enrichment.....	7
Opportunities	8
Enrichment Links.....	8
Pastoral Care.....	8
Behaviour	8
Monitoring and Intervention	8
Staff Training	8
Teaching and Learning Strategies	9
Student Mentoring.....	9
School Success Criteria.....	9
School Performance Indicators.....	9
Ongoing Improvement and Policy Review	9
Appendix 1 – Activity Cycle	10

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

Head teacher and SLT	To guide More Able & Talented strategy in line with whole school aims.
More Able and Talented Co-ordinator	To drive and implement More Able & Talented policy. To raise the profile of More Able & Talented in, and at, The Corbet School.
Link Governor	To raise awareness of More Able & Talented at governor level. To communicate between the governing body and the MAT co-ordinator.
Assistant Head Teaching and Learning	To lead and manage the More Able & Talented Co-ordinator. To be aware of More Able & Talented students, to monitor progress and commitment and to support academic and pastoral interventions as required.
Subject Leaders	To help identify Talented students and provide appropriate information. To identify More Able & Talented in departmental plans and drive improvement against good practice guidelines.

All teachers	To be aware of More Able & Talented students and use good practice to help them reach their potential.
Form Tutors	To be aware of More Able & Talented students and provide pastoral support and academic guidance.

DEFINITIONS

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

More Able (Gifted)	Top 5-10%* of students in school as measured by actual or potential achievement in the main curriculum subjects.
Talented	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.

More 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 (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, Developing Plus 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

From 2020 CAT (a standardised testing system) will be used to identify year 7 More Able students. Both KS2 and KS3 progress data, along with Yellis scores of 120+, will be used to identify any Keystage 4 students emerging as More Able.

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.

Y7 Students	Identification from CAT testing average Subject Age Score of 120+ (well above national average)
Y8 Students	Identified on Entry from KS2 Scaled Scores of 120+ (above standard) and reassessed in a MIDYS Score of 120+ mid-September.
Y9 Students	MIDYS Score of 120+
Y10 Students	Identification from subject tests and teacher assessment.
Y11 Students	YELLIS score of 120+ and teacher assessment.

POINTS OF ENTRY

There are two main points of entry on the More Able register: at the start of year 7, and beginning of year 10, after taking national standardised testing. It is however, reviewed and updated every year and students can be added at any point due to Teacher input and 'Talented' reasons.

TALENTED CRITERIA

Art / Design	Exceptional design, technique, inventiveness, creativity
Drama	Particular flair or ability in theatrical performance
Music	Highly skilled compositional, instrumental, vocal performance and attainment
Sport	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 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 and 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 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 and Talented register
- Relevant data / targets
- Archive of event / activity documents
- Teaching and Learning reference documents / publications

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.

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:

NACE	National Association for Able Children in Education
NAGC	National Association for Gifted Children
GIFT	European agency specialising in enrichment and extension courses for students
CHI	The Support Society for Children of High Intelligence
STEM	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 to develop the capacity for tenacity that will serve them well in further or higher education or career settings. Should students not be able to collaborate with other schools or within other settings, these should be provided remotely or electronically.

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.

In line with our school ethos, aspirations of More Able and Talented students will be prioritised, but not made exclusive for these events in order to raise the profile of the whole school cohort.

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.

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 Student Support 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 Assistant Head Teachers 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. Student Support 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 & 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 2020-2021 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'.

APPENDIX 1 – ACTIVITY CYCLE

<p>Staff informed of Year 8-11 on MAT register.</p> <p>Introduced to changes to register and Individuals 'working at'</p>	<p>Staff Meeting September (3 Weeks in when teaching groups set up).</p> <p>(27th September- year team meetings)</p>
<p>1st data cycle review of MAT year 11 focus</p>	<p>MATco to feed back to Staff at Target Setting twilight- identifying key pupils</p> <p>18th October twilight</p> <p>Info used to inform Mentoring re GCSE</p>
<p>Feedback any target setting issues to HODs</p> <p>Start to think year 10 targets/ focus.</p>	<p>RA group meetings Nov.</p>
<p>Whole staff time to add /remove students onto MAT register including year 7.</p> <p>Information gathered from all departments to identify individual students who are talented in their area.</p> <p>Departments asked to Audit their ideas/resources for catering for MAT pupils</p> <p>Updates on current research and resources.</p>	<p>January PD day.</p>
<p>Mat Register updated</p>	<p>Feb half-term</p> <p>Emailed out to staff</p>
<p>February Data analysis</p>	<p>Feedback to February RA meeting</p>
<p>MAT policy Review</p>	<p>Spring Term</p>
<p>MAT register review</p>	<p>Summer Term- Whole staff including feedback for individual pupils. MATco to update pupil profiles for September.</p>

APPENDIX 2- TIMELINE IN ACADEMIC YEAR

Meetings between Link SLT member 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	Twice a year
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