

# Woodlands Schools Great Warley



## More Able & Talented Policy

This policy includes EYFS

*Excellence for all through teaching, learning, opportunity and achievement*

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# More Able & Talented Policy – Great Warley

## Vision:

At Great Warley we encourage and support all our pupils to:

- reach or exceed their potential
- be confident, independent lifelong learners with exceptional leadership skills

This includes pupils who are performing at the highest levels or have the potential to do so, i.e. more able and talented (MAT) pupils.

We will achieve this through

- a culture of support, challenge and high expectations for all pupils in all aspects of school provision across the age range
- consistent high-quality teaching across the school
- an inspirational school experience
- provision which matches the learning needs of individual pupils, counteracting disadvantage and preventing underachievement.
- Adherence to the standards set by the NACE Challenge Award criteria as a model for best practice in MAT provision in UK

This policy relates to these aims with the specific needs of the more able pupils in mind.

This policy should be read in conjunction with:

- Homework Policy
- Learning Enhancement Policy
- Subject Policies

At Great Warley we define MAT pupils as those who demonstrate the aptitude to achieve at the highest level in one or more subjects or skills. Typically **more able** pupils may excel in one or a range of academic areas whereas pupils who are classified as **talented** may excel in the sports or the arts e.g. – gymnastics, music. We are also alert to those pupils who excel in wider skills such as leadership or entrepreneurship and offer opportunities to realise these skills. MAT pupils may:

- be already performing at high levels,
- have the potential to achieve at high levels but have not yet done so
- be exceptionally able, i.e. far in advance of age-related expectations.

## Aims

Great Warley aims to develop MAT pupils who:

- demonstrate increasingly successful attainment across a range of subjects and domains
- make greater or faster than expected progress (in relation to their peer group)
- model outstanding attitudes to learning and develop high level independent learning skills
- be willing to take risks and learn from their mistakes
- have high expectations of themselves and others in their work, school life, higher education and career choices.

Great Warley will:

- support the abilities, personal qualities and talents of all children
- provide teaching which makes learning more challenging and enjoyable
- embed an ‘excellence for all’ approach in all aspects and at all levels of school life
- ensure MAT provision benefits all learners; not only those identified as MAT but the wider school population
- improve aspirations, opportunities and outcomes for MAT students by constantly improving and personalising mainstream provision
- provide a curriculum that stretches pupils by meeting their needs in class and beyond
- draw up an individual learning plan for those pupils deemed exceptionally able and provide these pupils with a staff mentor specialising in their subject area for scheduled 121 mentoring sessions
- focus on pupil progress through first class teaching and linked to high quality assessment for learning
- develop expertise and capacity among the school’s leaders, subject leaders, teachers and support staff to meet the needs of MAT pupils through training and continuous personal development
- engage parents as co-partners in supporting their child’s learning
- seek to maintain the highest quality of provision through rigorous monitoring and self-evaluation.

## **Roles and Responsibilities**

The MAT Lead has responsibility for the development, day-to-day implementation and the monitoring of the MAT policy. This post is directly responsible to the Head teacher who, in partnership with the wider SLT & SMT, champions MAT provision across the school.

The MAT Lead has the strategic oversight of MAT provision and ensures that all aspects of MAT provision is integral to the whole school improvement planning, including appropriate CPD and staff support. The Head of Department contributes to the identification process of MAT pupils and this is overseen by SMT.

The Senior Leadership Team, meet regularly to support the MAT Lead in the implementation of the strategy.

The Board of Directors has a monitoring role for MAT provision and the MA&T Lead meets periodically with the Director of Education to provide updates and information about the impact of the school’s strategy.

Within NACE committee meetings, representatives from each Key Stage are responsible for feeding back information on identification and monitoring of any children who could be added to the MAT register / provision map and those already on it. These meetings are fed back through staff meetings and minutes are held in an accessible folder to all staff.

Subject Leaders, reporting to MAT Lead are responsible for the quality, delivery, monitoring and impact of provision within their relevant areas.

All staff working with pupils at Great Warley have a responsibility to meet the needs of MAT pupils through their work.

## Identification

Woodlands employs a rigorous approach to assessing, recording and reporting the progress of all its pupils in order to identify children's abilities and monitor their progress. This enables early identification to be made of a child whose ability may be considered above the average of their peers.

A range of quantitative and qualitative identification methods is employed to recognise our most able students including:

- challenging day-to-day provision which enables pupils to reveal their potential
- individual Incas (3.5 years above)
- CAT3 Assessments (Y5).
- YARC reading test
- CEM PT Tests (130 + standardised scores)
- internal assessment data
- specific subject identification procedures (NACE specific)
- teacher recommendation

Identification is an on-going process and one which at Great Warley we believe is a constant learning process. **All staff have the responsibility to be constantly alert to recognising and communicating pupil potential.** Once identified the MAT team ensure that provision is made for these children and this is regularly reviewed.

## Provision

A range of strategies is currently in place to explore and extend the abilities and talents of all pupils, both within and beyond the curriculum.

Within the curriculum, appropriate provision for all can be achieved through:

- Depth – providing increased challenge
- Acceleration – allowing children to progress quickly through a Learning Objective when the lesson is covering information already known to them
- Acceleration - allowing children to progress quickly through a Learning Objective when the lesson is covering already known to them.
- Breadth - providing opportunities to learn beyond the curriculum
- Independence - opportunity for open ended projects
- Reflection - time to reflect on their own learning to understand how they learn best and how to move forward.
- Higher order thinking skills - opportunities for analysing, reasoning and evaluating within the curriculum.

## Curriculum Enrichment

- small class sizes
- reasoning test practice
- whole school enrichment days - STEM, French Day, Drama workshops etc
- Book Weeks - author visits, story & poetry writing competitions,
- celebration assemblies

- extra - curricular clubs
- sport - team experience, matches & house competitions
- well-being focus
- performing arts - productions, concerts (carol & chamber)
- provision of musical instruments & singing tuition
- singing showcases
- LAMDA lessons & performances / assemblies / exams
- educational workshops

## **Monitoring and Evaluation**

The development of MAT provision is integrated and consistent with the school improvement plan and is monitored within the improvement planning cycle. The Board of Directors has an appointed member charged with a specific monitoring role for the policy and the Head teacher includes MAT in his reports to the SMT.

Monitoring the progress and attainment of identified pupils to ensure they remain on target to achieve their potential is embedded in whole school processes and takes place through:

- Whole school tracking – at least bi-annually progress checks within departmental meetings by Head of Departments referring to assessment data
- On-going tracking and evaluation by the SLT and subject co-ordinators

### **Monitoring takes place through:**

- analysis of assessment results
- analysis of the identified cohort to ensure it reflects the whole school population in respect of gender, ethnicity, social and economic composition
- frequent monitoring of the implementation of the MAT development plan
- self-assessment: regular student and parental voice questionnaire
- use of Pupil Profile document to identify key needs of the individual and set appropriate targets.
- electronic Records of Pupils Achievement
- use of Quality Standards (NACE & ISI) to audit, plan and evaluate provision
- classroom observations consistent with Independent Schools Inspectorate and NACE Challenge Award Criteria
- policy reviews