

# **Grafton Primary School More Able and Talented Policy**

## **2016**

### **Rationale**

Our school aims to provide all children with a challenging and enriched curriculum where all pupils have the opportunity to realise their own strengths and begin to fulfil their potential. We aim to identify, develop, enhance and celebrate special abilities and talents.

### **Definitions**

More Able (MA) refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more academic subject.

TALENTED (T) refers to children who are achieving or who have the potential to achieve in advance of their peers in music, art, PE or in any other sport or creative art.

Hereafter in this policy such children will be referred to as More Able and Talented (MAT).

### **Aims**

- ◆ to foster a culture where children are emotionally engaged with their learning throughout the school which celebrates both effort and achievement in a wide range of areas
- ◆ to identify children achieving at a level beyond their peers, and to make appropriate provision which challenges and enriches them in areas of strength
- ◆ to identify children with the potential (who may be 'underachieving') to perform at a level beyond their peers, and to make appropriate provision which challenges and enriches them in areas of strength
- ◆ to identify 'exceptionally able learners' i.e. those operating within the top 2% of the population and provide appropriate provision for their level of thinking
- ◆ to provide an appropriately challenging curriculum for MAT and potentially MAT pupils, through extension within the curriculum, and through enrichment/study support beyond it
- ◆ To use the NACE Challenge Award Framework to guide and structure the continuing work around the MAT and work towards gaining the Challenge Award

## **Identification**

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

In consultation with the MAT Leader, the staff will identify a core cohort comprising the most and MAT pupils using a balance of qualitative and quantitative measures. These children will be recorded on a MAT register.

Our school's MAT register will be monitored to ensure the identified cohort is broadly representative of our intake by gender, ethnicity and socio-economic background.

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving MAT children in the cohorts including underachieving pupil premium/disadvantaged. It will also be alert to the necessity of including children at the earlier stages of English language fluency. Consultations with all subject and specialist staff will be part of the identification process.

MAT cohort will be regularly monitored and reviewed to ensure that children access the most appropriate provision.

The quantitative and qualitative identification measures will include a combination of the following:

- ◆ adult nomination including external agency or organisation
- ◆ observation
- ◆ discussions with pupils
- ◆ discussion with parents
- ◆ prior attainment records
- ◆ test scores
- ◆ teacher assessments
- ◆ class profiles
- ◆ subject specific checklists
- ◆ AfL
- ◆ subject specialists
- ◆ collation of evidence (i.e. individual pupil's work)

## **Needs Analysis**

The More Able and Talented Leader will work with the class teachers of the children identified to analyse each child's areas of strength and areas needing development. On the basis of this needs analysis, targets will be set, and appropriate provision planned.

Individual progress and provision will be reviewed at termly pupil progress meetings aka 'Pupil Review' attended by the senior leadership team.

## **Provision –**

In class provision

- ◆ quality first teaching
- ◆ varied and flexible grouping within a year group
- ◆ Blooms Taxonomy used to aid higher order thinking
- ◆ withdrawal of MAT for higher level work within small groups
- ◆ upward differentiation
- ◆ teaching thinking skills in a subject context e.g. problem solving, decision making
- ◆ asking higher order questions which encourage investigation and enquiry
- ◆ setting clear and challenging targets
- ◆ enabling children to evaluate their own work
- ◆ using Philosophy for Children to extend and deepen thinking
- ◆ Let's Think English/ Let's Think Maths
- ◆ Maths Mastery
- ◆ other programs, websites and interventions that enhance higher order thinking

Out of class provision

- ◆ a wide range of extra-curricular activities and clubs
- ◆ opportunities for artistic, musical, dramatic and sporting development
- ◆ enrichment opportunities within and beyond the core subjects
- ◆ visits, experts, links with other agencies

## **Transition**

All MAT pupils will be supported during transitions between classes and Key Stages through clear exchanges of information. Teachers will have handover meetings where notes will be taken and paperwork given to the new teacher regarding the MAT pupil. Pupils are tracked from one key stage to the next to ensure they receive the appropriate challenge to enable them to achieve their potential. Meetings between Year 6 teachers and secondary heads of year will take place to inform them of any pupils particular needs strengths and abilities. The SENCO will pass on any information concerning children with dual or multiple exceptionalities to the new secondary school at borough level meetings.

## **Responsibilities**

The MAT Coordinator will be responsible for:

- ◆ monitoring the implementation of the agreed policy
- ◆ compiling and maintaining an up-to-date register of MAT children
- ◆ coordinating provision for children on the register
- ◆ developing expertise in this area through appropriate training
- ◆ sharing expertise with other staff and directing them to appropriate training
- ◆ supporting and monitoring curriculum planning which ensures differentiated provision
- ◆ ensuring the transfer of relevant information of those on the register to relevant parties
- ◆ purchasing and organising resources to facilitate the teaching of MAT
- ◆ to support and monitor the MAT underachieving/disadvantaged pupil premium children via the aforementioned identification and provision structures in place

The Class Teacher will be responsible for:

- ◆ identifying the most able children in their class including underachievers
- ◆ setting appropriate targets for the able in their class
- ◆ ensuring appropriate provision through differentiated planning
- ◆ using appropriate resources to challenge identified children
- ◆ reporting to parents and others on the progress of MAT children
- ◆ monitoring the performance of the MAT including the underachieving pupil premium/disadvantaged

### **Monitoring and Evaluation**

The effectiveness of whole the school's provision will be reviewed regularly by the senior leadership team and the MAT Coordinator against the aims set out above and where necessary against the NACE Framework.