

INVICTUS

Education Trust

**MORE ABLE
AND
TALENTED POLICY**



**Wombourne
High School**

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Rationale

High aspirations, challenge and the pursuit of excellence are at the heart of the Invictus Education Trust. All six of our member schools are committed to the nurture and support of all our students, allowing them to develop their skills; be they intellectual, sporting, physical, social, creative or artistic. We equip our students with the learning behaviours, acumen, and experiences to achieve success. This includes the identification of more able and talented students who receive work suitably matched to their needs.

This policy will provide a framework for how the Invictus schools will meet the needs of students identified as 'more able and talented' (MAT). As a Trust we work collaboratively to ensure that the very best practices are shared and implemented across our schools but at the same time we recognise the need for our schools to have their own identity and to serve their diverse communities effectively; the policy whilst providing a framework allows some flexibility to ensure that the needs of the more able are met across all schools in the trust.

Defining 'More Able and Talented' (MAT)

A 'more able' student is a learner who displays a strong academic ability. A 'more able' student is expected to achieve highly in academic subjects, achieving the top grades at GCSE and A Level. The key determiner is for the student to have achieved 110 in grammar, maths and reading at Key stage 2 and may therefore have GCSE targets of grades 9, 8 and 7. These pupils are automatically selected in English and Maths to raise awareness of their high prior attainment. These students may be especially 'gifted' in certain subjects or may be strong-all rounders.

A 'talented' student is a learner who has ability or potential which is significantly above average for their year group in art, performing arts, sport or technology.

Identification

A range of methods are used to determine whether a student is 'more able' or 'talented'. These include:

- KS2 SATs/ teacher assessed grades. A combination of testing in reading, spelling, punctuation, accuracy, and grammar (SPAG), in maths, and a teacher assessment (TA) in reading and science.
- GL assessments assessing literacy, comprehension and numeracy skills.
- CATs tests.
- Teacher nominations for inclusion on the register; these are based on assessments

and in-class work.

- Parental information.
- Peer/self-nomination.
- A skill or talent of regional or national repute of which the school has been made aware.
- Through participation in extra curricular activities (talented students particularly).

Students identified as 'more able' or 'talented' will be included on a register. The register is available to all staff through each schools' MIS system. The register will be reviewed at least annually during a Faculty/Curriculum Area meeting.

At least annually students and parents will be informed with subject specific more able and talented trait reports.

Following review the following will be considered:

- Existing students are confirmed to be 'more able' or 'talented' and remain on the register.
- 'Talented' students who have failed to meet department expectations can be removed from the register. Reasons for this could include concerns regarding student attainment, issues with homework or overall work rate/attitude to learning. The MAT co-ordinator should be informed of this, including any interventions that have been used with the student throughout the year.
- 'More Able' students should not be removed from the register. It should be remembered that More Able and Talented students can, like any other students find themselves underachieving and should be supported to achieve their full potential.
- New students who have proven themselves to be more able or talented can be nominated and added to the register.

Provision and Strategies for the More Able and Talented

Classroom Strategies

- Identification of all 'more able' and 'talented' learners in **seating plans**.
- Clear expectations, curriculum targets, challenging learning objectives and outcomes **regularly shared** with learners.
- **Teach to the Top**, planning lessons with the most able in mind and scaffolding accordingly. Provision of **extension activities** that further stretch and challenge.
- **Differentiation** and **varied teaching strategies** designed for all ability levels to stretch and challenge, including extension tasks using the higher end of **Bloom's taxonomy**.
- A range of opportunities are planned for **independent and interdependent** learning so every learner can achieve.
- Challenging homework tasks that encourage **independent research** , the retention of in depth knowledge and academic resilience.

- Opportunities for **investigation, problem solving** and exploration.
- The use of **GRIT (growth, resilience, independence task)** and effective whole-class formative feedback each lesson.
- Promotion and reward of ambitious academic vocabulary.
- Use of personalised formative assessment, using the marking stamp, to develop reflective learners.
- Use of **summative assessment** to track student progress.
- Use of **subject specific interventions** to support students to reach or exceed target grades.
- Opportunities for **group work and leadership**.
- Careful attention to the ways in which students are **grouped**.
- **Enrichment opportunities**.
- Opportunity for **self, peer and whole group assessment**.
- High quality **monitoring and feedback** to allow students to move on and progress towards the next steps in order to reach exemplary levels of attainment and progress.
- Providing students with **exemplar materials of top-grade work**, clearly relating to understandable assessment criteria.
- Encouraging students to **take risks** and **ask questions**.
- Using more able learners to **teach their peers**.
- Helping students to **review and assess** their own progress and set targets.
- Challenging the more able learners who are **underachieving** and undertake **early intervention** strategies.
- **Being sensitive to the feelings** of More Able and Talented students and avoiding situations that may cause difficulties with peers or parental expectations.

Opportunities beyond the classroom

- **Visits to prestigious universities** or centres of learning.
- **Visits to places of special scientific interest, historical importance, or cultural significance**
- **More able and 'talented' trips**. Each faculty/subject area will be expected to run a minimum of 1 'more able and talented' focused trips each academic year. If a trip is not possible then there must be dedicated extracurricular activities or clubs which suitably enrich the curriculum.
- Access to **intellectual reading** through a library of academic magazines, journals and periodicals.
- Specialist **extra-curricular clubs** e.g. Subject Masterclasses.
- **Study skills sessions**.
- **Duke of Edinburgh Scheme**.

- Links with **Higher Education providers**.
- Participation in **Rotary Club 'Youth Speaks'** competition.
- **Sports competitions and residential opportunities**.
- Opportunities to compete or put their knowledge/skills to the test against other trust schools in **competitions and quizzes** etc.
- Opportunities to take a role in **student leadership positions**, such as subject ambassadors, school council or prefect, Head Boy/Head Girl positions.
- **Celebration of academic and extracurricular success** with the aim of commending excellence and inspiring others.

Roles and Responsibilities

Role of Leadership Team (to include Headteacher, deputy and assistant headteachers)

- Provide and implement a whole school policy to ensure that a positive and challenging ethos is generated and sustained throughout the school.
- To ensure that the policy is a practising working document that is continuously reviewed.
- Monitoring whole school provision of more able strategies.
- Ensuring provision for the more able is addressed in the school improvement plan.
- To oversee an enrichment programme that responds to the talents and needs of more able students.
- Liaising with parents/carers concerning MAT students.
- Maintaining and updating the MAT register.
- Overseeing the provision of an academic library/learning space for MA.
- Providing a CPD programme that supports staff in providing effectively for more able students.
- Keeping abreast of research and pedagogical developments in the provision of the more able learner.
- Quality assuring the whole-school application of GRIT (growth, resilience, independence task) and the feedback policy.
- To organise outreach programmes that allow learners to engage with further study and academic challenge.
- To organise mentoring provision for more able learners.
- To promote academic study and academic career prospects for gifted learners.
- Keep the school governors informed of provision for more able students.

Role of MAT Lead

- Keeping up to date with information about resources and services available and sharing this with colleagues.
- Lead training and developments in teaching and learning to raise challenge and achievement in More Able and Talented learners.
- Coach colleagues to improve teaching strategies.
- Act as an advocate for the More Able and Talented learners.
- Co-ordinating the use of external agencies, resources and facilities.
- Facilitating staff training, where appropriate.
- Working with MAT subject Co-ordinators to track student progress.
- Evaluating half termly, the progress made by students and overall provision for More Able and Talented students across KS3 and KS4.

Role of Faculty or Curriculum Heads:

- Monitor departmental provision of more able strategies through the use of quality assurance measures.
- Quality assuring the departmental application of GRIT (growth, resilience, independence task) and the feedback policy.
- Ensure that programmes of study reflect opportunity for challenge and higher order tasks rather than 'more of the same.'
- Ensure the provision for MAT students is on each departmental/curriculum agenda.
- Plan excursions and trips for MAT students to venues that will either inspire, extend knowledge, or build cultural capital.
- To identify, and keep a register of, students considered as 'talented' in a particular field and manage and nurture these students at a departmental level.
- To allow for student leadership opportunities in roles such as subject ambassadors.

Role of Invictus Subject Directors

- Monitor and track the progress of MAT students across all six schools.
- Provide support to schools who need it and share good practice from other schools.
- Ensure that schemes of work across the trust provide appropriate levels of challenge for MAT students.
- Provide Trust wide extra curricular activities, competitions, speakers, experts and quizzes to promote high aspirations, challenge and excellence.

Role of Head of Year/Head of House

- To be aware of MAT students within the year group/house

- To be aware of their progress and offer pastoral support where necessary.
- To celebrate the achievements of MAT students

Role of Form Tutor

- To encourage uptake of student leadership opportunities.
- Promote self-esteem, highlight opportunities, encourage engagement with competitions, quizzes and extra-curricular activities.
- Be the pastoral link for student and parent.

Role of Classroom Teacher

- Maintain a register/seating plan that identifies more able students.
- Ensure that the classroom strategies outlined in this policy are evident in teaching practice.
- Support with the identification of students warranting inclusion on the more able register.
- Deliver enrichment activities, in line with the school's enrichment programme, that support and develop the interests of more able students.

Role of Students

- MAT students take ownership of learning.
- They catch up on any teaching which has been missed due to additional opportunities.
- Read widely across subjects.
- Access the VLE regularly to engage in extra challenge activities and projects available.
- Take opportunities available to them e.g. leadership.
- Act on feedback given to them by staff to ensure maximum progress.
- Complete homework and assignments to the best of their ability.

Monitoring

Subject teachers are expected to:

- Ensure the names of MAT students are a focus through their marksheets.
- Keep records of attainment and progress of students in their teaching groups e.g. Key Assessment Tasks.
- Report on the progress and attainment of those students during data collection (termly) and reports.
- To implement support strategies for underperforming students.
- Intervene with under-achieving MAT students, asking for advice from their subject leader or the MAT Lead as appropriate.

Whole school

- Tutors should read the register to be informed of MAT students and to discuss progress and attainment during academic tutoring discussions and to consider setting targets within the relevant areas or broader targets if appropriate.
- Tutors are to monitor and review MAT students by looking at progress and motivation information provided in data collection.
- A register will be kept of the students who are identified for ease of monitoring.
- Parents will be informed when their child is put on the register by the MAT Lead and will receive reports of progress through the annual reporting process and parents' evenings.

Evaluation

- As part of subject self-evaluation, departments will include a section on the provision for MAT students e.g. how many students are achieving their targets or underperforming; strategies employed to support MAT students; developments in curriculum provision.
- The MAT Lead in liaison with the link member of SLT will prepare an annual review incorporating an analysis of progress of students at all Key Stages and an analysis and review of MAT and report annually to the link governor.
- The findings will inform the MAT Improvement Plan for the following SIP.