

ST. BENEDICT'S CATHOLIC SCHOOL **MORE ABLE AND TALENTED POLICY**

Introduction.

All children are individuals who possess personal qualities and talents which parents, teachers and Governors need to identify, nurture and develop. At St. Benedict's school we believe every child needs to fulfil their full potential through a broad and balanced curriculum, where the uniqueness of the individual will be celebrated in a supportive Christian environment. This policy reflects the commitment of the school to support the More Able and Talented (MA&T) within St. Benedict's.

Aims.

- To support the abilities, personal qualities and talents of all children
- To ensure that all children receive an education appropriate to their abilities
- To provide teaching which makes learning challenging and enjoyable. To provide higher-order thinking and questioning skills
- To employ a wide variety of methods of recognition of potential
- To recognise under-achievement and to seek to remove it
- To stimulate children through extra-curricular activities and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able
- To train staff and to provide for these aims to be achieved
- To audit provision through The Quality Standards
- To compile a More Able and Talented (MA&T) Register

Definition.

Definition of More Able Pupils

The DfE defines able as 'children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Other skills such as leadership, decision-making and critical/creative thinking are also taken into account when identifying able learners.

More Able

More Able learners are those who have abilities in one or more academic subjects such as Maths and English. Within this group there may be children who are identified as more able but are underachieving.

Talented describes learners who have the ability to excel in practical skills such as P.E., music or artistic performance.

The following is intended as a guide and is only one part of the identification process.

More Able Pupils	Historically, working at least 3 sub levels above average. On Target Tracker these children would achieve S+
Exceptionally Able Pupils	Historically, working consistently at least 2 whole levels above average. These pupils would work on a Mastery Curriculum.
Talented Pupils	Excels or shows potential in art, drama, sport, dance personal or interpersonal skills, leadership qualities, or working with adults.

Identification

All pupils are individually monitored not only against national and school expectations but also in relation to their own progress. Pupils not making expected progress are identified and monitored closely. These pupils may be targeted for extra support.

At St. Benedict's we use a variety of methods in order to identify More Able and Talented (MA&T) children including:

- Teacher observation, assessment and nomination
- Tracking of pupil achievement
- Observed performance during particular activities (Art, Music, Sport etc.)
- Test results (results of National Curriculum tests, school tests, Foundation Stage Profile)

If appropriate, evidence from out of school and parents may be considered and lead to a nomination. This assessment would be based on:

- Evidence from an out of school activity or group leader/teacher
- Information from parent

More able pupils who are underachieving are monitored closely by the class teacher and the MA&T lead.

Once a child is identified as more able, parents are informed by the M A & T lead. Parents are given information to explain what this means and how they can support their child.

The pupils' names are recorded on the Register for more able pupils and parents are made aware that pupils may move on or off the register during their school career.

Provision

At St. Benedict's School we provide a rich and varied curriculum that can be accessed by all, regardless of ability across the range of subjects.

Provision for MA&T children can be enhanced by:

In Class Approach

- Enrichment and extension
- Ability grouping
- Higher ordering questioning
- Challenge within subject areas
- Applying skills and undertaking across the curriculum areas
- Development of thinking skills
- Subject peer mentor
- Modelling
- Circle Time
- Mindmapping
- Varied pace

Out of Class Approach

- Enrichment days or residential trips
- Competitions
- Musical and sporting opportunities
- Working with outside agencies and specialists in workshops
- School clubs
- Peer Meditation
- School Council
- Masterclasses
- Arts Award Discover (Trinity College London)

Teaching More Able and Talented Pupils

The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of more able pupils. These include:

- Working in small groups within the classroom on differentiated and extended activities
- Encouraging and providing opportunities for “challenge booster groups”
- Sign posting extra-curricular activities
- Master classes and workshops

Teaching Exceptionally Able Pupils

Exceptionally able pupils have individual challenge targets and meet with the MA& T or class teacher to set and review these on a termly basis.

Curriculum

All pupils have individual targets. All pupils are encouraged to take an active part in deciding the direction and focus for their learning. It is the responsibility of the class

teacher to ensure they have planned suitably differentiated and challenging work in day-to-day lessons. The more able pupils may be the adult focus group or may work independently. Longer challenge activities may be planned for more able pupils to work on over a period of days.

Empowering Teachers

The school is committed to CPD for all staff. Regular inset ensures that staff are equipped to meet the needs of more able pupils.

Resources (ICT/Library/External Sources)

Computers are used to support more able pupils and for individual research projects. The Brain Academy Maths series is available for challenge activities.

Mentoring and Support

More able pupils are supported by teacher/TA questioning and target setting. Pupils receive guidance on the continuing development of their talents and long term opportunities through master classes and sign posting of relevant extra-curricular activities.

All pupils are encouraged to make a positive contribution to the school and community through opportunities such as school council, Year 6 roles, Young leaders, Junior Road Safety Officers(JRSOs), Digi Leaders, school librarians, St Benedict's Lunchtime Crew, Sacristans, FIG group, Cantor and Orchestral Music Managers.

Involving More Able Pupils, Parents and Partners

The school informs parents if their child has been identified as more able. MA&T lead meets parents alongside class teachers at Parents evenings. Parents are given information about how they can support their child. Parents' views are sought in questionnaires. Pupils' views are sought in small discussion groups with more able pupils and in ongoing dialogue about their learning and through questionnaires.

Secondary Transfer

The school will liaise with local secondary schools to provide information on More Able and Talented Pupils

The role of the More Able Co-Ordinator

- Linking into every Key Stage
- Providing information to parents
- Training staff so that they have the appropriate strategies to identify able pupils
- Familiarising new staff as part of their induction and refreshing the knowledge of existing staff
- Ensuring there is a system for identifying and providing for able but underachieving pupils

- Maintaining central records
- Establishing links with other agencies
- Monitoring progress of more able pupils

Monitoring

The Headteacher, MA&T Leader, senior members of staff and subject co-ordinators will monitor and evaluate provision for MA&T children through the schools monitoring process, including:

- Learning walks
- Monitoring of planning
- Work scrutiny
- Pupil interviews
- Data analysis

PSHE Leader will support pastoral issues. Monitoring outcomes will be reported termly to the Governing Body.

Review and Development

Each year the school will review the register of More Able and Talented children in each year group. The Senior Management Team will regularly monitor the register and analyse progress during pupil progress meetings. The progress made by MA&T children will be reported to the Governing body at curriculum committee meetings and via the Headteacher report to Governors. The MA&T Governor will also write an annual brief summation on MA&T development in the school to update the governing body.

All school policies should be monitored with more able provision in mind. A paragraph stating the school's commitment to more able provision should be included in all relevant policies.

This policy will be reviewed every three years or as guidance changes.

Reviewed Spring 2017

This policy will be reviewed at least every three years