



More Able and Talented Policy

Updated: May 2018

Philosophy and Rationale:

At Ferryhill Business and Enterprise College we believe strongly in the importance of providing appropriate learning experience for all of our students regardless of their ability. All students have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. At FBEC we believe that we have a clear responsibility to foster high aspirations and to equip all our students with the skills and knowledge to achieve their potential, without limits.

This policy provides guidance as to how we meet the needs of our most able students by meeting the following objectives:

- To identify the most able students
- To produce an accurate register of named students
- To address the needs of the most able students through providing support and teaching which makes learning challenging, engaging and enables them to reach their full potential
- To provide enrichment opportunities outside the classroom. In particular, to ensure that more able students develop the skills and attributes needed to support their future success such as, critical thinking, presentation and leadership skills
- To support self-reliance and independent learning
- To ensure that all pupils have the highest aspirations and that academic success is always celebrated
- To liaise with parents of most able students

Definitions of Most Able and Identification:

There are many definitions of Gifted and Talented/Most Able. The Department for Education defines More Able and Talented children as “Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).”

Most Able learners refers to students who succeed in “academic” subjects.

Talented learners refers to students who show ability in Music, Drama, Art, P.E., or other areas such as leadership.

At FBEC the more able title refers to the top 10% of students on entry in each cohort. We have therefore defined being more able as having the top 10% of KS2 average point score or standardised scores in their year group. These students will subsequently be expected to strive to achieve the highest Attainment 8 scores.



Provision:

In-class Approaches

Important strategies include:

- The management of student groupings (whether mixed-ability or ability sets)
- The provision of opportunities for the Most Able students to work with others of the same ability
- The mentoring and additional provision for the most able students
- The provision of enrichment/extension tasks which develop learning
- Further appropriate differentiation, taking into account different learning styles
- The development of independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical
- The provision for the Most Able students in lesson planning and schemes of learning
- Encouraging students to strive to achieve 7-9 scores in all subjects at GCSE

Out of Class Activities

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practise and extend their skills further:

- Enrichment days/visits
- Residential experiences, eg France trip
- FBEC clubs
- Musical and sporting activities
- National competitions
- Mentoring by specialist staff
- University visits
- Brilliant Club
- Half termly mentoring by MAT coordinator

Most Curriculum Areas offer at least one additional experience for students on the register to encourage further development. These activities will be reviewed after they have taken place and modified for the following year if necessary.

Parental involvement:

Parents and carers' involvement in their child's learning is actively encouraged by FBEC. All students are encouraged to share their work and achievements with their parents and FBEC will regularly update parents on the progress being made by their child. Where appropriate, parents of "more able" students will also be invited in to school to discuss how they can support their child for example, through homework, and/or the provision of additional resources etc.



Roles and responsibilities

The MAT coordinator has overall responsibility for:

- Ensuring that the policy is implemented
- Coordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of provision for the Most Able and delivering INSET where necessary, including the identification of teaching staff where “more able” provision is strength, in order that they can support and develop other staff through coaching
- Working with relevant parties to monitor and update the register and putting information on SIMS
- Liaising with parents on Most Able issues
- Supporting departments in planning for their Most Able learners
- Keeping the governing body informed on work within provision for the Most Able
- Attending externally run courses to remain informed of the latest developments
- Implement a programme of enrichment across the years to engage and enrich all more able students
- Compile the “more able” register by year group and subject area
- Mentoring of MAT students

It is the role of the Directors of Learning along with class teachers to:

- Review provision in the schemes of learning
- Use strategies to aid those students identified as Most Able and support classroom teachers to do this
- Research additional experiences that would benefit the students
- Monitor progress of the Most Able through progress meetings, department meetings and intervene where necessary

Measuring impact:

The impact of FBEC’s MAT strategy will be measured using the following agreed quality assurance systems:

- After each data collection subject leaders will use information about underachievement to direct intervention in their subject area. Pastoral leaders and Leadership and Management links then quality assure that this intervention is taking place. The effect of departmental intervention with the “more able” is also monitored during Standards meetings with the AHT – Raising Achievement which take place throughout the year.
- The “more able” focus weeks provide evidence for a review of teaching and learning practices, allowing subject leaders to drive continuous improvement of “more able” provision.
- A review of progress towards targets set in the school improvement plan will be carried out by the MAT coordinator on a termly basis.



- “More able” discussions will form part of the strategic self-evaluation activities carried out by Governors.

This policy is to be reviewed on an annual basis by the MAT coordinator in conjunction with the Line Manager, Head teacher and the named governor for More Able and Talented.