



More Able and Talented Policy

| Date | Review Date | Special Needs Co-ordinator (SENCO) | Nominated Governor |
|-------------------|--------------------|---|---------------------------|
| 01/09/2019 | 01/09/2020 | Faye Favill | Paul Hadley |

Contents

- 1. School Vision**
- 2. Introduction to the NACE Challenge Award**
- 3. Aims of the More Able and Talented Pupils Policy**
- 4. Definitions**
- 5. NACE Assessment stages**
- 6. Foundation of six elements of the NACE development programme**
- 7. More Able and Talented Pupils - Roles and Responsibilities**
- 8. Identification Strategies: (See Appendix 2)**
- 9. Partnership and Communication:**
- 10. Teaching and Learning**
- 11. Monitoring and Evaluation**
- 12. Complaints Procedure**
- 13. Staff Training**

Appendix

- 1) Awareness of the needs of More Able and Talented Pupils**
- 2) Identification of More Able and Talented pupils**
- 3) Resource bank for use with MAT pupils**

1. School Vision

As a school with a Christian ethos and tradition we recognise that each one of our learners has talents and skills which we aim to identify and nurture. It is our priority to develop the individual needs of all learners and an important extension of the aims, policies and ethos of the school is to recognise the needs of More Able and Talented learners and develop strategies for the identification, support and challenge of such learners. It is important to note the existence of all-round exceptional ability, but we must also acknowledge the greater number of learners who are more able and talented in specific areas.

This policy applies to all learners from Foundation Phase to Key Stage 2 to stage 5.

The Welsh Assembly Government define the More Able and Talented in the following terms:

'In Wales, the term "more able and talented" encompasses approximately 20% of the total school population and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.'

(A Curriculum of Opportunity: Developing Potential into Performance (WAG 2003)).

2. Introduction to the NACE Challenge Award

The NACE Challenge Award provides national recognition of school-wide high-quality provision for more able learners within a context of challenge for all. The award is part of the NACE Challenge Development Programme.

Gaining the award provides St David's College with:

- External validation of school-wide high-quality provision for more able learners
- Evidence of impact aligned to other school improvement and accountability measures
- A clear action plan to help identify and develop the right tools for our school, learners and staff
- Ongoing expert support for continuous improvement

- Invitation to join NACE's Leading Schools Network

The point of working towards the Challenge Award is to process and evaluate what we do. It provides a focus to think deeply about our teaching and learning in one area, but it will have a transference to our teaching for all our pupils, not just the more able.

St David's College embarked on the NACE challenge Award as of September 2018. We have been assigned a NACE consultant Jon Murphy who has consulted and advised St David's College over the last academic year. 2019-2020 will involve gathering evidence into a portfolio to address the ten strands of the NACE challenge award.

3. Aims of the More Able and Talented Pupils Policy

Working with the Challenge Development Programme focuses school leaders and teachers on assessing whether teaching and learning is providing enough stretch and invites searching questions about school culture, expectations and how teachers can develop the skills and knowledge to enable learners to excel.

- Who are the more able learners in our school and how well are they achieving?
- Are they sufficiently challenged? How do we know?
- How consistent is the quality of challenge across our school?
- Do all teachers know what challenge looks like and how to plan for it?
- Do learners know what challenge feels like and how to respond to it?
- How can you improve the level of challenge and work together to raise the bar, so all learners have high ambitions and achieve excellence?
- How can we create a school culture where it is "cool to be clever"?

The Challenge Framework provides a clear description of what can be done as part of a review and action-planning process to bring about long-term, sustainable improvement. It is accompanied by supporting resources and practical tools available via the NACE website, as

well as opportunities for bespoke consultancy and CPD to help us to identify and implement next step.

In order to achieve these aims, we aim to create a learning culture which:

- Values learners' own interests and styles (and acknowledgement of and support with their SENs)
- Encourages independence and autonomy
- Supports learners in using their own initiative
- Encourages learners to be open to ideas and initiatives presented by others
- Encourages connections to be made across subjects and aspects of the curriculum
- Links learning to wider applications
- Encourages the use of a variety of resources, ideas, methods and tasks
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage
- Encourages learners to reflect on the processes of their own learning and understand the factors that help them progress.

4. Definitions

More Able and Talented is the general term for this concept;

Pupils may be ***more able and/ or talented*** in diverse fields (academic, creative or sporting)

More able pupils would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges

Most able pupils will be working at two levels or targeted for the highest grades in examinations classes and are above the majority of pupils in the class and would usually require additional

and different provision.

Talented pupils demonstrate an innate talent or skill in creative or sporting fields. Talents can be in one or more areas, such as:

- core subjects
- specific curriculum subjects
- organisational ability
- leadership
- creativity
- thinking skills
- social skills

4. NACE Assessment stages

There are two assessment stages to complete:

Stage 1: pre-assessment

This stage is mandatory for schools being assessed for the first time.

Jon Murphy has visited our school and undertaken a learning walk focused on evidencing the quality of teaching and learning and assessment outlined in St David's NACE Challenge Framework self-evaluation and portfolio.

Interviews were held with the senior leadership team and more able coordinator. At the end of the visit the Mr. Murphy provided verbal feedback on our level of readiness to proceed to formal assessment, and a written report.

We are on track to meet the Challenge Framework criteria and we need to gather more evidence of practice that is already in place. Mr. Murphy will contact us to confirm a date for assessment at the end of the academic year. If additional development is required, the assessor's report will outline will provide a report

Stage 2: assessment

The assessment day is based around a pre-agreed schedule and will include a learning walk,

interviews with staff, governors and learners, and further evidence scrutiny. Our school will be verbally advised of the outcome at the end of the day and receive a written report shortly afterwards, which will include recommendations for our school's ongoing action plan.

Profile of Jon Murphy - our NACE Consultant

Specialist in school improvement and adviser, NACE Challenge Award assessors have a broad range of expertise and undergo rigorous training. All assessment reports are centrally quality assured by NACE.

Ongoing support

Schools holding the NACE Challenge Award receive ongoing support from NACE. In between accreditations, a "Challenge check-in" with a NACE assessor helps to ensure that St David's College is on track to meet the objectives within our action plan and that we are abreast of national more able developments.

Challenge Award schools are also invited to join NACE's Leading Schools Network.

Reaccreditation

To maintain NACE Challenge Award accreditation, St David's College must maintain NACE membership, be rated good or outstanding, and be successfully reaccredited every three years. At all stages of accreditation NACE expect to see evidence of us actively developing our approach to more able policy and provision. By the time we reach our third accreditation and beyond, we should be playing a role in research and partnership working to improve outcomes for more able learners.

| Accreditation: | Expectations: |
|---------------------------------------|--|
| First accreditation | Evidence to show school is meeting Challenge Framework criteria |
| Second accreditation | School building on the action plan produced at first assessment Innovation/best practice in aspects of education for more able learners |
| Third accreditation and beyond | School taking a lead role in partnership and research at a regional or national level to improve outcomes for more able learners |

The NACE Challenge Framework is an established tool for whole-school review and improvement to provision for more able learners, offered as part of the NACE Challenge

Development Programme. It will be a valuable tool to analyze, reflect upon and improve provision in our school. The framework is so rigorous that the impact is not just to explore all aspects of provision for the more able pupils, but to analyze and raise standards across the whole school, whilst providing the impetus for change.

The NACE Challenge Framework will provide us with a useful structure to identify strengths and priorities for improvement. With a well-established focus on policy and practice in this area we will be ready to audit our provision against the framework and apply for formal accreditation through the NACE Challenge Award.

5. Foundation of six elements of the NACE development programme

Based on extensive evidence of what constitutes good provision for more able learners, the framework consists of six interconnected elements with detailed criteria to support our school through self-evaluation. It is accompanied by extensive guidance and practical templates.



The Challenge Development Programme is designed to support whole-school review, action planning and improvement, bringing coherence to a range of initiatives and school improvement plans, and integrating with overarching school priorities and goals.

It is organised around six core elements, covering the key school improvement drivers which work together to achieve outstanding provision:

1. Leadership and governance
2. Identification and transition
3. Curriculum, teaching and support
4. Professional development
5. Communication and partnership
6. Monitoring and evaluation

The central focus is on raising achievement through improving teaching and learning in the context of a rich curriculum, seeking to improve provision at classroom, department and whole-school levels. Working with the Challenge Framework and accompanying resources, we will embed good practice so that it pervades every aspect of the school culture and community.

While the core focus is on provision for more able learners, the programme leads to raised expectations and achievement for all – “the rising tide lifts all ships.” We aim to raise expectations, improve provision and develop the skills of teachers so they understand and can plan to ensure all learners are adequately challenged and supported. Teachers will be given CPD to help understand the complex needs of underachieving able learners.

Working with the Challenge Development Programme will ensure that we continue to ask probing questions about the more able. The programme requires schools to consider progress in learning in all curriculum areas. We will need to think carefully about what progress looks like for more able learners, and what constitutes sufficient progress.

- Are more able learners getting incisive feedback and not just praise?
- Are they taking increasing responsibility for managing their learning?
- Are those who grasp concepts rapidly being challenged through rich and sophisticated content before being accelerated to new content?

Some very able learners may put pressure on themselves, expecting perfection. Others, through lack of challenge, are rarely taken out of their comfort zones and cannot cope with failure when

they eventually meet it. Uninspiring teaching may result in disaffection. Some more able learners will hide their ability as they do not wish to stand out, and the school culture does not encourage them to do so. Many latent talents and skills remain untapped through lack of opportunity to experience new challenges. If learners are anxious, unfulfilled or fare badly at school, they are unlikely to be successful in life. We will deeply consider the needs and views of learners; to commit to ensuring the very best provision in all aspects of education; to encourage learners to be leaders and self-confident; and to show learners that effort will lead to success and that they should always aspire to be the best they can be.

NACE Challenge Development Programme will provide a tool for whole-school review and improvement, with accompanying resources, consultancy, CPD and opportunities for school-to-school working. The NACE Challenge Framework has been used by thousands of schools for whole-school improvement, and to date more than 450 have gone on to achieve the NACE Challenge Award – providing external validation of high-quality provision, and ongoing support for continued improvement. St David's College is aiming for excellence with regard to MAT teaching.

6. More Able and Talented Pupils - Roles and Responsibilities

Responsibilities

The school recognises that successful provision for more able and talented pupils is dependent on partnership working. All parties involved in this process have rights and responsibilities which need to be acknowledged and respected.

These will include:

School

The school aims to provide a stimulating learning experience for all its pupils, this includes the More Able and Talented pupils.

Teachers in the school will adapt their teaching to stretch the More Able and Talented pupils in their classes.

Pupils

More Able and Talented pupils will be asked to set their own high achieving learning targets and will be provided with differentiated work to meet these targets.

More Able and Talented pupils will be expected to recognise and accept their ability and agree to work to achieve to that ability level

Parents:

Parents / Carers will be made aware that the school is committed to meeting the needs of all pupils including those who are identified as More Able and Talented.

Parents / Carers of More Able and Talented pupils agree to encourage their child to give of their best and to support the school in their efforts to help them to achieve their identified level or grade.

More Able and Talented Pupil Coordinator:

Put in place a register of More Able and Talented pupils – dependant on discussion with subject teachers

Monitor and track the progress of pupils identified with SLT.

Lead staff discussion and raise awareness through effective INSET provision.

Liaise with Heads of Learning, Curriculum Leaders and class / subject teachers.

Manage the sharing of good practice.

Give advice on extending opportunities and linking to other agencies.

Teachers:

Mainstream and specialist support teachers will be involved in the identification of MAT pupils.

Discuss and share the planning of lessons and provision for these pupils with the MAT Coordinator so as to ensure needs are met.

Have a range of teaching strategies that can be used to meet the needs of More Able and Talented pupils in line with the Practising Teacher Standards.

Make flexible and efficient use of resources within and across departments.

Head of Departments will delegate staff to write Pupil Passports for pupils with MAT in their department.

PUPIL PASSPORTS:

Constructed on EDUKEY software. Staff will add a tile onto an existing Pupil Passport (for pupils on the SEN register) and create a new Pupil Passport for those not on the SEN register. The passport will detail the subjects for which the pupil has identified as being MAT. There may be more than one subject. The teacher will include three statement on the tile including evidence for MAT, details of how pupils can help themselves and details of how the teacher can support the pupil.

The Senior Leadership Team:

Oversee the whole school approach to target setting, tracking and ensure that intervention is timely, and outcome driven.

Ensure that school requirements are being met.

Ensure that as far as possible adequate resources are made available.

Governors:

Be responsible for ensuring that this policy is fully implemented.

Nominate a governor to have specific responsibility for pupils who are More Able and Talented.

Ensure that the Annual Governors' Report to Parents will comment on the implementation of this policy.

7. Identification Strategies: (See Appendix 2)

The school is committed to identifying pupils in response to this policy's definition of More Able and Talented, which will help to accurately identify the diverse range of abilities.

This will be achieved by using a variety of strategies as part of the identification process according to the age of the pupils.

It is not intended to define a pupil as More Able and Talented based on the results of a single outcome, but rather, from a combination of any of the following:

- Prior attainment, teacher assessment and other national tests including MIYIS, YELLIS and WRAT testing
- Teacher observation and nomination based on work in individual subjects / areas of excellence
- Assessment of preferred learning styles
- Pupil checklist of characteristics
- Parent nomination based on skill, interests and abilities for non-academic subjects (e.g. sailing which is conducted outside of school).

On entry information will be provided to teachers to inform them of potential MAT pupils. It is

then the responsibility of each subject or class teacher to identify/ confirm the MAT pupils within their subject area and to convey this to the MAT Coordinator. Teachers are then expected to plan in lessons and activities in accordance with the needs of MAT pupils in line with the Practising Teacher Standards. Teachers will create/ add to the Pupil Passport to describe the MAT area and to develop cross curricular targets.

8. Partnership and Communication:

All More Able and Talented pupils will be entered on the school's More Able and Talented register.

Parents/Carers will be informed that their child/ren has been identified as being More Able and Talented and that they have been placed on the More Able and Talented Register.

St David's College values working in partnership with all parents. The views of parents will be sought at all stages of assessment and provision. All communications involving decisions will be recorded. The nature of additional provision for More Able and Talented Pupils at the highest level may be outside school and outside school hours. The School will do its utmost to identify such opportunities and make pupils as well as parents / carers aware of any such possibilities.

Where appropriate the school will link up with its cluster group and Higher Education providers to provide additional provision.

The school website will mention provision for More Able and Talented pupils.

9. Teaching and Learning: (see Curriculum Policy for more detail)

Teaching and learning strategies could include where appropriate:

- Extension opportunities
- Child initiated learning opportunities
- Differentiated teacher questioning
- Adopting a problem-solving approach
- Adopting a skills-based approach
- Awareness of learning styles
- Use of more able and talented pupils as tutors and/or mentors

- Acknowledging pupils' success through displays/rewards/newsletters
- Encouraging identified pupils to share their expertise and skills, supporting others whenever possible
- Schemes of Work will take account of the need for teachers to plan individual lessons which take into consideration the needs of MAT pupils (**see Appendix 3 for classroom strategies**)
- Liaison of mainstream staff with specialist support teachers and MAT learning,

10. Monitoring and Evaluation

Pupils should be aware of their ability so that they can be instrumental in setting their own learning targets.

The MAT coordinator should liaise regularly with the governor with responsibility for More Able and Talented pupils.

The school's Quality Assurance process will monitor the provision for More Able and Talented pupils, including accurate target setting, book scrutiny and learner voice feedback.

11. Complaints Procedure

If there are any complaints about the application of this policy, contact in the first instance should be with the MAT coordinator.

If the matter is not resolved satisfactorily, the matter should be referred to the Headmaster/Bursar who will deal with it in accordance with the School's Complaints Policy

12. Staff Training

The Head Teacher and SLT are responsible for identifying the need for staff training to help teachers develop their teaching methods and learning styles. INSET training will be organised when appropriate and this may involve external speakers.

The Coordinator will assist as appropriate in the provision of training for teaching and support staff. The Coordinator will form links with the LA and other schools to devise and share training opportunities.

Governors will also be updated regularly on the provision for More Able and Talented Pupils by the Coordinator and the Governor with specific responsibility

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Data Protection Act 2018
- Standards and Framework Act 1998
- Education Act 2002
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)
- Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have academically more able, gifted and talented children. We believe that:

- academically more able children work above age related expectations in one or more area;
- talented children are those who work above age related expectations in art, music, dance, sport;
- gifted children work significantly above age related expectations in academic subjects;

We encourage individual children to develop their attributes and skills within a learning environment that embraces equality of opportunity. We strive to develop the gifts and talents of pupils by ensuring Quality First Teaching, robust assessment systems, challenging lessons, a variety of learning experiences in a secure learning environment.

We are aware that the General Data Protection Regulations (GDPR) will entirely replace the current Data Protection Act (DPA) by making radical changes to many existing data protection rules and regulations that schools, academies and other educational establishments adhere to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We acknowledge the new guidance given to all schools in the 'Data protection: a toolkit for schools' (DfE April 2018) regarding the appropriate use of personal data.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws;
- manage internal data protection activities;
- ensure risk and impact assessments are conducted in accordance with ICO guidance;
- report data breaches within 72 hours;
- ensure individuals have greater control over their personal data;
- ensure that prior to the processing of an individual's data that:
 - ☐ the process is in line with ICO guidance;
 - ☐ the process is transparent;
 - ☐ the individual will be notified;
 - ☐ the notification is written in a form that is understandable to children;
 - ☐ when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications.
- share an individual's data where it is a legal requirement to provide such information;
- process all written subject access requests from individuals within 40 days of receiving them;
- have in place a formal contract or service level agreement with a chosen data processor who is GDPR compliant;
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance;
- train school personnel;
- conduct audits.
- be the first point of contact for supervisory authorities and for individuals whose data is processed;
- keep up to date documentation of all data protection activities.
- work closely with the Headteacher and nominated governor;

- periodically report to the Headteacher and to the Governing Body;
- annually report to the Governing Body on the success and development of this policy.

Appendix 1

The Needs of More Able and Talented Pupils to be met by being aware of the following.

The pupil

- will be able to work at an increased pace
- may have a starting point different to others
- will need less practice at tasks
- will need less detailed instruction
- will be able to study independently
- will need a reduced number of steps in a process
- will be able to cope with open-ended situations
- will understand abstract tasks
- should be given the opportunity to take risks
- should be given a wide variety of opportunities
- should be given creative opportunities
- should be given the chance to experiment
- will be given appropriate question and answer sessions
- should be given the chance to work closely with peers
- will be given enrichment opportunities outside school if possible

Appendix 2

Identification of MAT pupils

In Key Stage 2 the class teacher will identify the More and Most Able pupils based upon:

- Prior attainment from end of Foundation phase and year 4.
- Pupils with a predicted level 5 or above in one or more of the core subjects
- Scores from CATs and National Literacy and Numeracy tests.
- All pupils will be WRAT tested on entry to the school and annually if on MAT or SEN register.

In Secondary, The SENCO and SLT in cooperation with teachers will identify More and Most Able pupils based on:

Prior attainment, (Level 5 in one or more core subjects at the end of Key Stage 2)

WRAT. WIAT LUCID and or CATS scores of 115 mean or above or CAT scores of 115 in one or more of the areas, despite a lower than 115 mean score

MIDYIS targets – with a predication of two levels above end of Key Stage expectations.
Predications of mostly A or A* grades Talented Pupils will be identified by:

- teacher recommendation –complete the Identification Form and pass to ALNCO
- information received from parent or pupil
- information received from peripatetic teachers

Appendix 3 –see Resource Bank on the school shared drive for explanation of these ideas and resources.

Differentiation Strategies for More Able and Talented Pupils

| | |
|--------------------|---|
| Time / Pace | Less Time More Time Thinking Time Time to Review or Evaluate |
| Support | Resources Teacher intervention Specialist support teachers Mentors Other Adults / Pupils |
| Task | Open – ended activities Challenge Sheets –question with no support Investigation Broadening –find out more Deepening –explain in more detail/depth Analysis, Synthesis, Evaluation |
| | Devising own Challenges Research and feedback to all pupils Selecting from Menu of Activities |
| Resources | Artefacts/Videos/Websites More challenging Texts Bank of materials related to topic |

| | |
|------------------------------|--|
| Recording | Graphic Organisers Written Spoken Collages / Montages Posters Models Mind Mapping |
| Pupils | Hot seating Resident Expert Shared Brain Envoying / Jig-sawing Think, Pair, Share Talking Partners |
| Questioning/ Dialogue | Thinking Skills Higher Order Questioning Debate / Discussion More Complex Language Subject specific Devil's Advocate Value Continuum |
| Organisation | Pupil Grouping (friendship/ Ability) Independent activity Pair work Learning Styles Classroom Layout Access to resources Range of tasks |
| Outcome | Marking / Assessment Amount of work required More complex for more able Different products from same task |