



**Newton British Academy
Barwa City**

More Able and Talented Policy

Policy Date: June 2025 - 2027
Review Date: June 2026

**"An international community of learners striving for
excellence and celebrating success"**

Introduction

Newton British Academy strives to provide a curriculum that is appropriate to the needs, abilities and learning styles of all of our students. Each student is unique, displaying a range of intelligences and abilities. Teaching and learning is planned to enable each student to reach for the highest possible level of personal achievement. This policy is designed to identify and support MAT students by providing tailored educational opportunities, advanced resources, and specialised guidance to ensure their talents are nurtured and developed. By doing so, the school aims to foster an environment where talented students can thrive, pursue excellence, and maximise their contributions to their communities and beyond.

Aims

- Recognise and support the needs of all More Able and Talented students (MAT)
- Enable More Able and Talented students develop to their full potential, promoting academic excellence
- Offer students opportunities to generate and steer their own learning by developing critical thinking skills
- Challenge and extend the students through the learning opportunities that we set them
- Encourage students to think and work independently
- Assess students appropriately to gain an accurate picture of their needs
- Equip students to be proactive and resilient creating lifelong learners
- Celebrate and acknowledge students who are on the MAT register

Definition

At Newton British Academy the term More Able and Talented (MAT) refers to students who exhibit outstanding abilities or potential in specific areas, such as academic subjects, creative and artistic endeavors, or athletic performance. These students stand out for their exceptional skills, creativity, and capacity for high-level achievement.

At NBA MAT categories are defined in the following way, providing clarity and understanding when providing provision:

More Able and Talented

More able learners who have the ability to excel in one or more areas of the curriculum. This is described as the top 5% across a year group (although not necessarily present in every year group).

NBA strives to identify those more able and talented students who have the potential to achieve, but do not regularly demonstrate high achievement. NBA will seek to identify the barriers to that achievement and help students overcome them.

It is important to note that some students will appear on more than one school list e.g. it is possible for a student to appear on the AESN register and still be described as more able and talented. NBA aims to provide for the needs of individual students accordingly.

Identification of More Able and talented Students

Identification of More Able and Talented students will include use of:

- Baseline Assessment results
- Ongoing assessments against the Early Learning Goals (ELGS)
- Results of Whole School Assessment Procedures
- Checklists
- Teacher identification
- Discussion with colleagues
- Self/peer identification
- Links with parents (questionnaires)

NBA ensures that the identification process is rigorous, transparent and fair. NBA does not discriminate against new arrivals to the school or late developers.

Identification Criteria

As NBA aims for a comprehensive judgment from a strong evidence base we will use a range of evidence collected during the baseline assessments and an ELG checklist.

The names of students identified as being more able and talented will be recorded on NBA's More Able and Talented register so that their progress can be specifically tracked. Learners may be identified at any time; as and when talents become apparent.

Once identified, students will remain on the register unless they cease to meet the criteria. At which point they will be transferred to a shadow list, NBA will never completely remove any student from the list as they may be experiencing a period of consolidation or plateau. The list is updated and reviewed by staff three times per year.

Teaching & Learning

Teachers plan carefully to meet the learning needs of more able and talented students. Students have the opportunity to demonstrate what they know, understand and can do through Quality Teaching First (QTF). This is achieved in a variety of ways when planning for students learning by providing:

- A common activity that allows the students to respond at their own levels
- An enrichment activity that broadens a student's learning in a particular skill or knowledge area
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

- The opportunity for students to progress through their work at their own rate of learning
- Students are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all students, but give due scope to higher achievers
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual students
- NBA also offers a comprehensive range of extra-curricular activities allowing MAT students to extend their learning in a different context to the classroom, such as debate, sports, math, art and story clubs
- Students will be given the opportunity to join the NBA school council

Students who have been placed on the More Able and Talented register are given a More Able and Talented Action & Provision Plan (MATAPP).



Newton British Academy

More Able & Talented

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|---|---|---|------|-------|-----|---------|---------|-------------|
| ⋮ | 📌 | + | Name | Class | DOB | Reading | Writing | Mathematics |
| | | | | | | | | |

Action and Provision Plan

| Reading ELG | Writing ELG | Maths ELG |
|---|-------------|-----------|
| | | |
| Provisions that will be provided | | |
| | | |
| Comments , observations and evaluations | | |
| Initial Comment: | | |
| Term 1 Comment: | | |

Classroom Strategies

- Helping students to establish what they already know and what/how they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills; particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised approaches
- Allowing different starting points
- Setting open-ended tasks

- Encouraging imaginative creative work
- Allowing time to tackle extended tasks or individual interests
- Varying grouping e.g. mixed ability, co-operative, reciprocal
- Encouraging students to explain how they have learned something new
- Providing enrichment and extension activities beyond the EYFS Curriculum programme of study
- Valuing and rewarding quality
- Providing opportunities to experience a range of educational visits that further enrich and develop learning
- Providing homework activities linked to learning
- Supporting other students during lessons
- Learning Leaders during student initiated activities

Whole school activities

- Spelling Bee
- Math Quizzes
- MAT Trips
- Collaborating with Primary

Roles & Responsibilities

The MAT coordinator has overall responsibility alongside the Senior Leadership Team for carrying out this policy and ensuring that identification, record keeping, planning and home school partnerships are maintained rigorously.

The MAT coordinator will collate data for the whole school register and monitor whole school provision and policy development.

The progress of the students including MAT is the prime responsibility of the class teacher. Where there are any concerns about the progress of a student, the class teacher shares these concerns with the EYFS Coordinator, who informs the MAT coordinator. The MAT coordinator offers advice and support to class teachers in setting appropriate challenges as necessary.

If a parent has a concern about any aspect of provision for MAT students he or she should first raise the issue with the class teacher. If the parent feels that their concerns have not been addressed appropriately they should make an appointment with the MAT coordinator.

Transfer and Transition

Transition between EYFS, KS1, KS2 and Secondary School relies on effective communication systems. End of Year transition meetings are held where MAT students are discussed and their data transferred.

Associated Policies & Documents

- Teaching & Learning Policy
- Curriculum Policy
- Assessment Policy
- ECA Policy
- Inclusion Policy
- Homework Policy
- Assessment procedures