



**Newton British Academy
Barwa City**

More Able and Talented Policy

Policy Date: June 2024 – June 2027

Review: June 2025

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

Introduction

In Newton British Academy we strive to provide a curriculum that is appropriate to the needs, abilities and learning styles of all of our students. We recognise that each student is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each student to reach for the highest possible level of personal achievement. This policy helps to ensure that we recognise and support the needs of those students in our school who have been identified as 'more able and talented' according to our set criteria. This policy guides the way in which this happens for our more able and talented students.

Aims

Our aims are to:

- Ensure that we 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
- Ensure that we challenge and extend the students through the learning opportunities that we set them
- Encourage students to think and work independently
- Ensure we assess students appropriately to gain an accurate picture of their needs
- Equip our students to be proactive and resilient creating lifelong learners
- Celebrate and acknowledge students who are MAT register

Definition

At Newton British Academy we use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond the general cohort of students. More able students given extended opportunities, will not only discover but develop their talents. The term 'more able and talented' will include students who are more able across the curriculum as well as those who show talent in specific areas.

At NBA our MAT categories will be defined in the following way to give clarity and understanding when providing provision:

Most Able and Talented

Most able learners who have the ability to excel in one or more areas of the curriculum. We describe this as the students achieving 90% - 100% in end of term assessments. This benchmark may change depending on the termly data average.

We will strive to identify those more able and talented students who have the potential to achieve, but do not regularly demonstrate high achievement. We 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. At NBA we aim to provide for the needs of individuals accordingly.

Identification of More Able and talented Students

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

- GL Assessment results
- 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. We do not discriminate against new arrivals to the school or late developers.

The names of students identified as 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

Our teachers plan carefully to meet the learning needs of the more able and talented students. We give all students the opportunity to demonstrate what they know, understand and can do through Quality Teaching First (QTF). We achieve this 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
- MAT Students will be offered after school MAT lessons in Mathematics and English once per week in Key Stage 1 and 2 as part of our Extra-Curricular Activity provision.
- MAT students are challenged within the classroom with additional challenge areas which are accessible at all times.
- MAT will be invited to take part in a range of enrichment activities and competitions for example spelling bees, math quizzes and science competitions

Students who have been placed on the More Able and Talented register are given a More Able and Talented Provision Plan which is included in all lesson plans. These will be completed by the class teacher or specialist teacher depending on the areas of talent. They will be reviewed termly and shared with parents.



Newton British Academy

More Able & Talented

Name	Class	Science	Reading	Writing	specialists	Mathematics

Action and Provision Plan

Smart Targets	Provision Provided
Comments , observations and evaluations	
Initial Comment:	
Term 1 Comment:	
Term 2 Comment:	
End of Year Review	

Teacher Signature	Parent Signature	Date

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 National 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
- Assist with building Learning Objectives and Success Criteria for lessons

NBA also offers a comprehensive range of extra-curricular activities allowing MAT students to extend their learning in a different context to the classroom. Opportunities include a range of sporting, musical and creative clubs.

Roles & Responsibilities

The MAT coordinator, who has overall responsibility alongside the Deputy Head of Primary Academics. Class teachers have responsibility for carrying out this policy and ensuring that identification, record keeping, planning and home school partnerships are maintained rigorously.

The MAT coordinator and the DHOP Academics 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 Key Stage 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 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
- AESN Policy
- Homework Policy
- Writing APP Procedures
- Assessment procedures