



**Newton British Academy
Barwa City**

Secondary More Able and Talented Policy

Policy Date: June 2021 – June 2024

Review Date: June 2022

**“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 child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child 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 of 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:

More Able and Talented

The students are identified as being above the core of the class in any area. These are the top 20% in every class. These learners may be very good in one or more areas of the curriculum.

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 top 5% across a year group (although not necessarily present in every year group).

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 child to appear on the AESN register and still be described as more able and talented. At NBA aim to provide for the needs of individual accordingly.

Identification of More Able and talented Students

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

- PUMA and PIRA Assessment results
- Results of Whole School Assessment Procedures
- Checklists
- Teacher identification
- Discussion with colleagues.

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

Identification Criteria

The grid below can be used as a guide for identifying students to be included on the more able and talented register. More able students will be those within the top 20% of their year group whereas most able students will be those within the top 5%.

Standardised assessment scores will be used but supplemented with a range of other evidence as we are aiming for an all-round judgement from a strong evidence base rather than a snapshot of a student.

KEY STAGE 3		
Area	More Able (TOP 20%)	Most Able (Top 5%)
PUMA assessment	Year 7 SAS Score + 116	Year 7 SAS Score + 125
	Year 8 SAS Score + 116	Year 8 SAS Score + 125
	Year 9 SAS Score + 116	Year 9 SAS Score + 125
PIRA assessment	Year 7 SAS Score + 116	Year 7 SAS Score + 125
	Year 8 SAS Score + 116	Year 8 SAS Score + 125
	Year 9 SAS Score + 116	Year 9 SAS Score + 125
Science	Level 8	Level 9

Humanities	Level 8	Level 9
ICT	Level 8	Level 9
ART / DT	Level 8	Level 9
Sport	Teacher Recommendation	Teacher Recommendation
Leadership	Teacher Recommendation	Teacher Recommendation
KEY STAGE 4		
Area	More Able (TOP 20%)	Most Able (Top 5%)
IGCSE Subjects	Level 8 / A	Level 9 / A*
KEY STAGE 5		
Area	More Able (TOP 20%)	Most Able (Top 5%)
IAS Subjects	Level B	Level A

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 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 activities as part of our Extra-Curricular Activity provision.
- 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.

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.

Roles & Responsibilities

The MAT coordinator is Shane Hanna, who has overall responsibility alongside the Senior Leadership Team. Head of Departments have responsibility 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 subject 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 subject 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
- Assessment procedures