



Caversham Preparatory School

Policies and Procedures

710 More Able and Talented Policy

More Able and Talented Policy

Including those in the EYFS (Early Years Foundation Stage)

Rationale

All children, have a right to a broad and relevant education which provides challenge, taking individual differences into account. At Caversham Preparatory School we are committed to providing an environment that encourages all pupils to maximise their potential and personal achievements.

According to National Guidelines, More Able and Talented pupils are those pupils 'who achieve, or have the ability to achieve, at a level significantly higher than the average for their year group.'

Aims

- To identify and keep a record of children who are more able and talented and to determine the areas in which they have particular skills or talents.
- To ensure that more able and talented children in all classes have access to such extension and enrichment activities/opportunities that are identified as being appropriate.
- To review and evaluate the progress of identified children at regular intervals throughout the school year and use these reviews as a tool to plan appropriate provision, as part of the weekly planning process.
- To regularly monitor and evaluate the provision made for our more able and talented children, both in individual classrooms and in the school in general. This monitoring will ensure that the provisions made are consistent, progressive, and effective.

Definitions - More Able and Talented (MAT)

More Able

Children who have the potential to or who are working above age related expectations in academic areas within the school.

Talented

Artistic and Creative (Art, Design, Music, and Drama)

Practical (Design Technology, Mechanical Ingenuity)

Physical (Team Sports, Individual Sports, Athletics, Gymnastics, Swimming and Dance)

Social (Personal and Interpersonal, Leadership qualities, Working with adults)

Areas of Expertise may present as:

- Excelling in English, mathematics, science, and computing
- Is Artistic
- Is Musical
- Excelling in Sport
- Is an Actor or excels in the Dramatic Arts
- Excels in the written arts such as Poetry or Creative Writing



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Some Associated Attributes

- A good reader
- Articulate or verbally fluent for their age
- Has a wide general knowledge
- Learns quickly
- Is interested in topics which one might associate with an older child
- Communicates well with adults
- Has a range of interests
- Show unusual and original responses to problem-solving activities
- Can be logical and argue logically
- Self-taught in his/her own interest areas
- Ability to work things out in his/her head very quickly
- Good memory that s/he can access easily
- Has strong views and opinions
- Has a lively and original imagination/sense of humour
- Is easily bored by what they perceive as routine tasks
- Shows a strong sense of leadership

Identification

Class teachers should use Caversham Preparatory School checklist to help in the initial identification of more able or talented children. Information from parents will also be taken into account when identifying an able, more able, or talented child. Samples of work and observations will provide evidence to support the identification.

A child who has been identified will be put on the school More Able and Talented 'register,' along with their area of ability. This register will be reviewed regularly by the Head Teacher to ensure that the children on this register are getting the correct provisions, and if there are any new more able and talented children to be added.

All members of staff are responsible for identifying pupils' abilities. Identification is a continuous process; a pupil may move on and off our more able and talented register dependent on current levels of attainment.

Provision

The educational provision for these children is the responsibility of the class teacher, supported by the SENCo (Special Educational Needs Co Ordinator). Our MAT pupils are supported via classroom differentiation, whole-school provision, and out-of-school provision. We regularly review schemes of work to ensure that differentiation and challenge is embedded. These provisions can be made in the following ways:

Classroom differentiation

- Teachers design tasks that take account of prior knowledge, skills and understanding
- Teachers use assessment data and monitoring of pupil progress to inform their planning
- IEPs (Individual Education Plan) will be prepared where appropriate



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- Records will be kept reflecting the accomplishments of the child
- High expectations will be set for the child
- Ability grouping will be used where appropriate
- Planned enrichment and extension opportunities
- Open-ended tasks to encourage greater independence of learning
- Teaching styles varied to support all types of learning
- Questioning used effectively
- Differentiated homework
- Staff receive regular CPD (Continuing Professional Development) in how to cater for MAT pupils.

Whole-school provision

This takes place using a variety of methods, including setting, specialist teaching and extra-curricular activities.

For example:

- Maths sets
- Lunch time and after school clubs offering various activities
- School competitions both locally and nationally e.g., ISA (Independent Schools Association) Sports matches against other schools
- Choir, Ensemble and Performance Platforms such as Christingle, Spring Concert, Prize Giving
- Drama productions
- Guest speakers
- Curriculum days, for example French theme days
- Enrichment weeks, for example science week
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists for further maths
- Enrichment opportunities during the school year to include wide ranging trips
- Valuing out of school achievements via the school reward policies and through Achievement Assemblies

NACE (National Association for More Able Children in Education)

We are members of NACE to secure training and advice for teachers when working with MAT children and resources to develop learning for MAT children.

Out-of-school provision

We aim to provide MAT pupils with opportunities to extend their abilities and develop their interests outside school. This takes place via, for example, facilitating entrance to national competitions in subject-related areas, and organising out-of-school enrichment activities and visits.



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Monitoring our More Able and Talented pupils

We keep a register of our More Able and Talented pupils that is updated in line with the assessment cycle.

Monitoring activities include:

- Regular monitoring of teacher planning and provision
- Comparison of age standardised scores each year
- Academic progress meetings
- Lesson observations and learning walks

The SENCo will:

- Liaise with the Head Teacher, Assessment Coordinator and Class Teachers
- Work with the teachers to support the pupil and plan provision ensuring appropriate challenge
- Maintain the MAT register and update in line with assessment cycle
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Review provision on a regular basis
- Review the effectiveness of the policy
- Keep abreast of initiatives, research and current thinking linked to MAT provision

Ensure that aspects of differentiation are regularly featured in the CPD programme



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

None

Quoted Legislation and Guidance

None

Review Schedule

This policy is subject to 3 yearly reviews unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	February 2011	
J Lawson	February 2014	
J Lawson	February 2017	
J Lawson	February 2020	Changed Able, Gifted and Talented to More Able and Talented Updated Formatting
A Lawson	April 2021	Formatting and Updating Links
J Lawson	Aug 2022	Reviewed for Sept CPD. NACE para added.