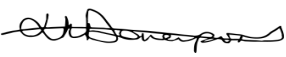







*A community Achieving Together*

# MORE ABLE & TALENTED POLICY

Author	Date Adopted by Gov Body	Signed by Chair of Gov	Review Date
BKD	22 <sup>nd</sup> Oct 2014		Oct 2015
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# *Opportunity, Challenge and Enrichment*

## **PRESTATYN HIGH SCHOOL'S MORE ABLE AND TALENTED POLICY**

All students have the right to a broad, balanced and relevant education which provides challenge and takes individual differences into account. Prestatyn High School, by making the More Able and Talented programme a priority, is committed to providing an environment that encourages all students to maximise their potential or personal achievements and this clearly includes students who display some excellent form of ability or talent.

### ***Introduction***

In order for More Able and Talented students to receive a coherent approach, it is necessary for all staff to be aware of this policy and to act upon it. We need to provide a consistent approach and to be aware that the more Able and talented students have as much need of differentiated work as any other student. Each department will be asked to consider their provision for the More Able and Talented and to monitor and develop that provision.

### ***Ethos***

It is the intention of Prestatyn High School to provide adequate support to enable each student who has been identified as More Able or Talented to reach their full potential. This should be seen as an opportunity, not a problem. The school remains committed to an all ability model of teaching as far as possible, particularly at Key Stage 3, however, opportunities will be presented for the More Able and Talented students to work with other More Able and Talented peers to allow challenge to take place.

### ***Definitions***

At Prestatyn High School, we view 'More Able learners' as students who have one or more abilities in curriculum subjects, developed or with the potential to develop to a significant level. We view 'Talented' students as those who have an aptitude in subjects such as PE and the Expressive and Performing Arts.

The Estyn guidance is that the More Able and Talented students should make up approximately 20% of the cohort. As a significantly larger school than many others, this poses a difficulty. The school recognises the need to increase the numbers of students identified as MAT and have begun to instigate strategies to meet this aspirational figure.

Bright students who are more able but underachieving or disaffected need to be identified and targeted. Behavioural problems will never be seen as a reason for non-inclusion.

### ***Identifying Able students***

Baseline data will be used for initial identification. A student will be identified as More Able if:

- They have an average CAT score of 116 or more
- They have a CAT score of 126 or greater in one of the categories of verbal reasoning, non-verbal reasoning or quantitative reasoning
- They have a CAT score of 120- plus in any two categories
- In addition: faculties will be invited to identify individual students who they feel fit the profile of an 'able' student
- Pastoral teams will be invited to identify individual students who they feel fit the profile of a 'more able' student
- Any individual member of staff can nominate a student

### ***Identifying Talented students***

Departmental teams are asked to identify students who may display a particular talent in Art, Music, Drama, Dance, PE or Sport. Extra activities to further nurture these talents are very welcomed and the More Able and Talented Coordinator will work with departments to collate this information and further develop out of school activities wherever possible.

### ***Enrichment***

The More Able and Talented Coordinator will plan an enrichment programme for those students identified as More Able and Talented within the school when possible. This will include sessions held within school led by school staff or external speakers, as well as educational visits. The aim of this programme will be to offer additional and different experiences to broaden the perspectives of the More Able and Talented cohort. The opportunity to meet with other More Able and Talented students should be beneficial. Work like this is already underway and the More Able and Talented Coordinator has already organised a number of such opportunities.

### ***Assessment***

Students will be assessed on entry to year 7 in order to identify potential. Progress will then be checked twice over the course of the year by the More Able and Talented Coordinator.

### ***Parents/Carers***

The More Able and Talented programme will be a three-way partnership at all times. Parents/Carers will be informed that the data or staff recommendations have placed their child/children on the More Able and Talented register and they will be given details of the school approach towards More Able and Talented students and the enrichment opportunities.

### ***Conclusion***

At all times the well-being of the individual student belonging to the cohort is paramount. There must be opportunity, challenge and enrichment.

The More Able and Talented programme must impact on the whole curriculum in order to be effective.

Opportunities for enrichment may be offered beyond the normal school day.