

# ***MARK RUTHERFORD SCHOOL***



## ***More Able and Talented (MAAT)***

***Mr D Smith***

***Reviewed January 2015***

***By Governors Curriculum Committee***

“Nurturing and inspiring more able and talented youth”

## **More able and Talented Policy.**

### **Ethos, beliefs and values**

At Mark Rutherford School we believe that all students are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that young people should also be able to live and develop as well-adjusted, autonomous and valued members of society.

All students have particular and individual needs, which must be met if these goals are to be achieved. Therefore it is important that, as far as possible, the education of every child should be individually planned.

Mark Rutherford School is committed to providing a challenging curriculum for all its students. In addition we will provide opportunities to identify and in turn nurture those who are more able /or talented and their exceptional talents and abilities.

All pupils have an entitlement to the following:

- Staff commitment to develop their full potential at all times.
- Lessons which stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those which concern issues relating to those pupils identified as more able and talented.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and counselling, visits to local industry, visits to higher education institutions, work experience and community service.

### **Definitions:**

More Able students are the more academically able students who have abilities above the expected norm for their age group (both nationally and in terms of context of the school) in one or more subject areas other than art, music, the performance arts and physical education.

Talented students are more able artistically/creatively and in performance and have abilities outside normal performance standards for their age group in art, music, the performing arts and PE. More Able and Talented in this document is referred to as MAAT.

A student could be More Able, Talented or even both.

### **Identification (5-10%)**

The national figure defined by the government states that this cohort should be between 5-10% of the school population. However, students would never be denied a place on the MAAT group list if they met the academic and performance related criteria.

At Mark Rutherford School we keep a list of our More Able and Talented students, which covers all year groups and all subjects and is regularly up-dated. These students are indicated on the Sims system and on the relevant section of the Genie Suite. Due to the changing nature of students' abilities (students can have academic or performance related spurts, peaks and plateaus) they are placed on the list initially for one year and this is then evaluated and updated annually. Under-achievement can then be highlighted and strategies put in place to improve the situation.

### **ARRANGEMENTS FOR CO-ORDINATING PROVISION**

- The appointment of a named individual to co-ordinate the school's response to meeting the needs of gifted and/or talented pupils.
- Schemes of work are planned by heads of departments to include specific extension material for the most able/talented.
- An awareness amongst all staff of their role in the identification of MAAT pupils based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of MAAT pupils established by the Co-ordinator and published to all curriculum areas.
- Continuing professional development for staff to further develop teaching and learning styles which take account of differentiation, enrichment and extension.
- The effective assessment of pupils' potential and performance.
- The regular monitoring and reporting, to the Co-ordinator, of individual student performance.

- An audit of enrichment and extension opportunities provided in Mark Rutherford School's wider extra-curricular programmes, led by the Co-ordinator
- The active encouragement of pupils to enter local and national events, including residential courses and competitions.
- The provision of discrete pastoral care (where required) on an individual basis.
- The provision of mentoring where appropriate.
- Opportunities for MAAT pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.
- Close liaison by the school with external support agencies and the home
- Mechanisms to identify and address under achievement.
- Evaluation and review of the above on an annual basis.

## **RESPONSIBILITIES**

### **(a) Subject Staff**

- To have recorded and be aware of the MAAT learners within their classes
- To nominate MAAT students within their teaching groups within the set deadlines to allow for completion of the register.
- To pass on information to the MAAT coordinator of any exceptional performance/progress of any student, regardless of being on the register or not.
- To pass on information of under-achievement of these learners to the MAAT coordinator.
- To extend and enrich the learning of MAAT students within their lessons.

### **(b) Heads of Department**

- To identify, in liaison with subject staff, students who meet the criteria.
- To pass these names onto the Co-ordinator for MAAT pupils within the set deadlines.
- To provide a scheme of work that contains enrichment/extension material for the most able.
- To ensure that teachers have registers that recognise those who have been identified.
- To ensure that the enrichment/extension material is being used by subject teachers.

**(c) Co-ordinator for More Able and Talented Students.**

- To prepare, from prior attainment data, a register of the top 5-10% of each cohort year.
- To gather names of identified pupils from all areas
- To categorise this information in a way agreed with the senior management team and to communicate back to Curriculum Co-ordinators and Heads of Departments.
- To prepare courses of action for pupils who are identified as able in many areas (by agreement with Senior Management.)
- To monitor the provision for MAAT pupils.
- To evaluate the progress made by pupils and provision generally on an annual basis.
- To consider the list of identified pupils on an annual basis.

**(d) Senior Leadership (line manager)**

- To monitor departmental schemes of work to ensure the most able are catered for.
- To work with and support the Co-ordinator for MAAT pupils to oversee the process and activity of coordinating MAAT provision.
- To include items concerning provision for gifted and/or talented pupils on meeting agendas.
- To allow for reasonable and effective budget allocation to allow the promotion and progress of MAAT learners.

**EVALUATION**

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the Co-ordinator, who will report directly to the senior management team. Results of evaluation will be discussed annually at Senior Team meetings and shared with the Curriculum Committee of the Governing Body.

..... Principal

.....Chair of Governors

**Date**.....

