

MORE ABLE AND TALENTED POLICY

Updated August 2022

Our aim is that all More Able and Talented students (formerly referred to as ‘Gifted and Talented’ pupils) are rigorously challenged within lessons, genuinely inspired throughout their time in school and supported in future career aspirations in order to reach their potential.

Students at seniors will be identified by professional observations from teachers in subject areas, in conjunction with MiDYis / ALIS Data and prior examination performance.

As a National Association for Able Children in Education member school (NACE) we link with other member schools to exchange and build best practice in this area. The work of the **More Able & Talented (MAT) Team** will lead the collaboration on this area and triangulate information /data across the whole school, liaising with the Junior Leadership Team as appropriate.

A separate policy for this area not linked to MiDYis data will be implemented at the Shrewsbury High Juniors site, and this will be monitored for continuity between key stage 2 and 3 through Cross Phase Liaison and the oversight of the Deputy Head (Academic) and members of JLT – *date to be confirmed*.

The MAT Team will comprise the Deputy Head Academic (SLT lead), More Able & Talented Coordinator (MATCo), Head of Learning Enhancement (Senior) & Oxbridge Coordinator (Senior), with the SENDCo as a key link at Junior level. The Headteacher, The Deputy Headteacher (Pastoral) The Director of Sixth Form and selected other colleagues will be used as MAT mentors.

Research and updates in national approaches linked to this area:

1. **Sutton Trust** - The report ‘**Educating the Highly Able**’ produced by the Sutton Trust in July 2012¹ recommends ‘the confusing and catch-all construct “gifted and talented” be abandoned” and suggests the focus should be on **those capable of excellence in school subjects**, which the report terms, ‘**highly able**’.
2. Potential Plus² (formerly National Association for Gifted Children) prefers the phrase ‘high learning potential’.
3. The DfE now use the term ‘**Academically More Able Pupils**’ (as of Spring 2012).
4. **NACE**³ (National Association for Able Children in Education) documentation suggests that “high ability includes all domains of human achievement” and that “there should be no ceiling on how many children in a school are defined as highly able”.

IDENTIFICATION OF MORE ABLE PUPILS

In reference to the NACE guidelines above, we will designate approximately 10% of each cohort as within a more able student group, but this is not prescriptive. This could apply to the *traditional* definition as follows:

- Gifted: Academically Gifted

¹ <http://www.suttontrust.com/researcharchive/educating-the-highly-able-2/>

² <https://www.potentialplusuk.org/>

³ <http://www.nace.co.uk>



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- Talented: Sport, Music, Art, Drama

Academically More Able students

Current research suggests using a variety of methods to identify students within this category. At Shrewsbury High School, this will be based upon:

- MidYIS test data in Years 7 and 9 – top 10% is in line with the national profile
- Professional judgment within a subject area and observations in a classroom setting will also be referenced in school
- Students will be identified in more than one subject area from professional judgement
- The MATCo will coordinate departmental MAT recommendations and form a 'core intervention' group; this will comprise girls who have been recommended as MAT in 5+ subjects (Years 7-8), 4+ subjects (Years 9-11) and 3+ subjects (Years 12 & 13). This group will be invited to join the MAT programme, as outlined by the MATCo, alongside the academic scholars
- Girls who are recommended by subjects but who do not qualify for the 'core intervention' group will comprise departmental MAT lists, for which the HoF is responsible, and be given subject specific MAT opportunities and mentoring
- Girls who are identified as 'scholars' and those who are included on the 'core MAT intervention' list are expected to commit time to participating in the scholars and MAT programme; the MATCo will write to parents and keep them informed of this programme and events – this will include a mentoring programme, MAT lecture and seminar sessions, and access to the Oxbridge co-ordinator, and may include specialist provision within whole school events, visits and off-site opportunities.

MidYIS (Middle Years Information System) tests

These tests are taken by girls in Years 7 and 9. They are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. The tests comprise Vocabulary, Maths, Non-verbal and Skills sections. All sections contribute to an overall measure of ability that strongly predicts subsequent achievement.

CEM⁴ state that: "Pupils scoring over 130 are in the top 2½ percent of the national sample and meet the traditional definition of being gifted"

Each MidYIS Test is standardised on a large sample of pupils and can, therefore, provide high scores which are meaningful:

130 +	top 2% nationally + used to designate 'mentally gifted'
120+	top 10% nationally
100	Mean national score

More Able or Talented students in **PE, Music, Art and Drama** (traditionally classed as 'talented' in the previous G&T policies) may be highlighted after internal consultation with class teachers and relevant external organisations or individuals eg sports coaches, peripatetic music teachers, Speech & Drama tutors. These subjects will have their scholars

⁴ Using MidYIS Individual Pupil Records (IPRs) to Inform Teaching and Learning - <http://www.cem.org/attachments/publications/Using%20MidYIS%20IPRs%20Booklet.pdf>



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identified formally and will lead provision for their extension and development through a subject specific 'scholars programme'; their attendance at scholars' events, both at lunch times and out of school hours, is highly recommended and there may be compulsory elements outlined by the HoF.

Where there are late entrants to the school, students will sit assessments appropriate to their entry stage and these assessments will be reviewed by the MATCo, plus monitoring through assessments in order to be able to join the scheme at an appropriate point of their transition, should they be eligible.

Most able support and monitoring

We recognise that there are children with dual exceptionalities, and that we take great care in identifying those students and ensuring suitable provision. Therefore, liaison with the Head of Learning Enhancement (also SENDCo) is crucial to ensure excellent provision and reasonable adjustments are made.

For example, there could potentially be students who are more able, who have dyslexic or dyspraxic tendencies that might limit their performance on paper, but their innate abilities necessitate them being in the top set as a reflection of their potential.

Children identified as the most able will be identified for teachers to refer to as part of planning excellent teaching and learning

Students will be monitored in conjunction with the MATCo, Head of Learning Enhancement, the Deputy Head Academic, Heads of Faculty and Heads of Year in order to track their progress at key assessment points each year.

It is the responsibility of each HoF to review their subject's MAT students in Years 7-13 on a regular basis and to provide appropriate subject-specific guidance, extension, opportunity and monitoring.

All teaching staff have access to the MiDYiS scores for their teaching groups in addition to this, in order to gauge the most able within a teaching group and plan accordingly.

Pupil-Parental Communications

When parents/carers of students identified as the more able specifically contact school with respect to issues of 'stretch & challenge', this can precipitate a meeting in school.

Coordination in school

Within school, the More Able & Talented Team will liaise regularly to lead provision and track progress in this area.

The team will develop the following, led by the MATCo:

- create a database of More Able and Talented (MAT) pupils
- monitor and track the progress of more able pupils and the progress of key groups within the MAT cohort in collaboration with the MATCo team and other appropriate stakeholders



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- work with departments and pastoral staff to discuss appropriate interventions for more able pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of MAT pupils are narrowing
- monitor and track the appropriateness of the curriculum of MAT pupils
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for MAT pupils
- work with the relevant staff to ensure that the teaching of MAT pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of MAT pupils
- keep staff informed of research, good practice and resources on effective teaching of MAT pupils
- Link between Juniors and Seniors as part of cross phase work

Preparation within long – mid-term planning for the most able will be coordinated by Subject leaders at both juniors and seniors, who are responsible for the quality of assurance within schemes of work to ensure opportunities for the Most Able and Talented

Assessment (in line with the separate Assessment Policy in the school handbook)

Assessments for more able pupils allow them to build the knowledge and skills necessary for high performance. Therefore, assessment for MAT pupils will offer opportunities for:

- *synoptic and varied tasks, preparing more able pupils effectively for synoptic examinations*
- *memory-based exercises, preparing more able pupils effectively for extended recall*
- *preparation of more able pupils for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school*



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