

Corpus Christi Catholic High School More Able and Talented Policy



School Vision

As identified in the School Mission Statement, we at Corpus Christi recognise that everyone is unique; that it is our duty to develop our talents and strive for excellence in everything we do. As a Catholic school, built upon Gospel values, we are concerned for each and every learner. A crucial extension of the aims, policies and ethos of the school is to recognise the needs of More Able and Talented learners and to implement strategies for the identification, support and challenge of such learners in our community.

The school recognises that ability and talent can manifest itself in many different ways e.g. academic, practical, creative and social fields of human activity. The needs of More Able and Talented learners cannot be separated from the school's drive to raise standards for all our learners.

"A rising tide lifts all ships" (Joseph.S.Renzulli)

Definitions

Corpus Christi High School subscribes to the definition of 'More Able and Talented' set out in *A Curriculum of Opportunity: Developing Potential into Performance. (ACCAC 2000)* The term 'More Able and Talented' encompasses approximately 20% of the total school population and is used to describe learners requiring opportunities for enrichment and extension that may go beyond those provided for the general cohort of pupils. Approximately 2% of our learners will be described as 'exceptionally able'.

In any documentation that relates to MAT learners, there are frequent references to 'extension' and 'enrichment' activities. Our school defines those terms as follows:

Enrichment activities: Those things within the whole curriculum that make it richer in quality.

Extension activities: Those things within the curriculum that extend or enlarge understanding or experience.

Aims

The general aims and objectives of the school, as identified in the ALN policy, apply to all learners, including those identified as 'More Able and Talented'. In light of this, the school's aims are:

- To continue to promote an ethos of ambition and achievement with appropriate recognition and celebration
- To continue to develop provision for More Able and Talented learners
- To continue to develop a curriculum that extends and enriches the learning experiences of this group of learners
- To continue to develop a range of learning and teaching strategies to extend and support this group of learners' development

Identification

'The identification of More Able and Talented pupils is linked to context and in every school there will be a group of pupils who require extended educational opportunities, regardless of how they compare with more able and talented pupils in other schools.'

ACCAC (2000) 'A Curriculum of Opportunity: Developing Potential into Performance'

The school recognises that there is no single test that will tell us whether or not a young person is More Able and Talented. Identification of such learners begins prior to their admission to our school through liaison with feeder primary MAT coordinators. Corpus Christi uses a range of strategies to assist the on-going process of identification:

- Teacher assessment
- Teacher observation of certain behaviours associated with high ability or underachievement
- Information gathering from others such as the pupils themselves, parents, peers and other professionals who work with our learners
- Performance data e.g. WG tests, non-verbal tests, class assessments
- Samples of work including a range of AFL
- Partnership school information (KS2-KS3 transition)
- Self and peer reflection and identification
- Anecdotes and observed spontaneous acts – identification through opportunities to participate in enrichment activities

Upon identification, the school produces two categories of lists of MAT learners:

- Class lists, where More Able and Talented learners are identified in the context of their teaching group (c.10%)
- Year group lists, where More Able and Talented learners are identified in the context of their year group (c.20%)

Individual class teachers are expected to identify MAT learners in each of the classes they teach, to record such information and meet the needs of this group of learners. The names of learners identified as being in the top 20% of their year group are entered onto the SIMS database. Lists are managed using the model proposed by Mike Fleetham in *"Gifted and Talented Children"* (2008)

Provision

"Meeting the educational needs of the More Able and Talented is about building on good general school provision, not about providing something entirely different. Provision for the More Able and Talented is not a 'bolt on' but an integral part of effective teaching and learning."

Professor Deborah Eyre, 2011 NACE (National Association for Able Children in Education)

Department policies in relation to our More Able and Talented learners specify the way in which the requirements of such learners are addressed throughout the curriculum. Some key principles observed in curriculum planning for this group of learners are:

- Differentiation by outcome
- Differentiation by task
- Differentiation by pace
- Ability groups
- Extension and enrichment activities
- Extra-curricular provision (lunchtime/after-school/school holidays/educational visits)
- The employment of higher order questioning and related tasks
- The use of accelerated learning strategies
- Value placed on learners' own interests and preferred learning styles
- The encouragement of independence and autonomy
- The encouragement of learners to be receptive to others' ideas and initiative
- The encouragement of learners to make links between subjects and to utilise transferrable skills
- The encouragement of learners to take risks
- The involvement of learners working in a range of settings and contexts e.g. individual, paired, grouped, class, year group, across key stages.

- The encouragement of learners to reflect on the processes of their own learning and to understand the factors involved in that process.
- The use of effective assessment procedures – both formative and summative.
- The use of rigorous and constructive feedback to learners about their work

Roles and Responsibilities

Corpus Christi High School recognises that successful provision for More Able and Talented learners is dependent on partnership. All parties involved in this process have rights and responsibilities that need to be acknowledged and respected.

The role of Pupils

- The school aims to provide a stimulating learning environment for all its pupils which includes More Able and Talented learners.
- More Able and Talented learners are encouraged to set their own targets and are provided with differentiated work to meet these.

The role of parents

- Parents/Carers are aware that the school is committed to meeting the needs of all learners

The Role of the Governing Body

- The Governing Body will monitor the implementation of the school's More Able and Talented Policy.
- A governor has been given specific responsibility for More Able and Talented learners
- The Annual Governors' Report will comment on the implementation of this policy

The Role of the More Able and Talented Coordinator

- The overall management of More Able and Talented lists (incl. KS2-3 transition)
- The monitoring of learners identified (through discussion with HODS/class teachers/SENCO)
- The sharing of good practice and effective INSET provision
- Liaison with class teachers/HODs/SENCO/LEA Coordinator
- Observation of More Able and Talented learners in lessons
- The management of whole school MAT learner exemplar materials and teaching resources

The role of Heads of Departments

- The collation of departmental top 20% More Able and Talented lists
- To liaise with MATCO regarding the identification of More Able and Talented learners
- To appoint a departmental member with responsibility for More Able and Talented Learners. This role will include the monitoring of identified learners and departmental provision for them.
- The inclusion of more able and talented related practices in SoW
- The creation of a portfolio of exemplar resources specific to More Able and Talented learners
- The collation of work produced by More Able and Talented learners

The role of class teachers

- To adhere to the school's procedures for the identification and assessment of, and subsequent provision for, More Able and Talented learners
- To employ a range of teaching strategies to meet the needs of More Able and Talented learners (see section on Provision above)
- To liaise with department member with responsibility for More Able and Talented learners
- To liaise with MATCO