

More Able and Talented Policy

Approved by Governor Committee:
Student and Curriculum - 28th November 2019

Date to be reviewed:
November 2021

Responsibility of:
Vice Principal (Quality of Education)

Date recommended to the Governing Board:
12th December 2019

Introduction

As a Christian and fully inclusive educational community, we aim to foster each student's unique gifts and talents while raising their aspiration and enabling them to flourish in tomorrow's world. This will be achieved by creating a stimulating learning environment where high expectations and standards are the norm and where lessons are both rigorous and challenging for all students. We maintain that learning should be engaging, challenging and enjoyable experience, which empowers students to go on to lead happy and fulfilled lives. We believe all students should be inspired to develop a passion for learning, become effective and reflective lifelong learners and realise their full potential.

The Department for Education uses the term 'more able and talented' to describe "*those pupils whose achievements significantly exceed levels for their age group and so need more challenging learning opportunities and experiences*". 'More able' is mainly used to refer to academic subjects and 'talented' is used in relation to the more practical subjects".

More Able at Chelsea Academy

The Academy's philosophy towards our More Able and Talented students is consistent with our aim to foster and develop the gifts and talents of all our students. This More Able and Talented policy is also entwined with the Chelsea Academy Way for Learning, which articulates the implementation of the Academy's vision for excellence in education.

Being identified as More Able and Talented at Chelsea Academy should lead to a positive impact on four key areas of the students' Academy life:

- Their experience of teaching and learning within the classroom and independent learning outside of the Academy
- Their engagement in trips, visits and enrichment activities, which promote high aspirations and extend learning experiences within the classroom
- The pastoral support they receive through the Academy's coaching and house system, including careers advice and guidance offered through the Academy
- The vital relationship between the Academy, their parents and the students that supports their academic progress and wellbeing at Chelsea Academy whilst preparing them for success throughout the next stage in their learning journey.

Identification Process

The Academy recognises More Able and Talented students as those with an above average academic ability. Exceptionable ability in technology and ICT can also indicate a student is academically More Able and Talented, if the student displays an aptitude for the conceptual and theoretical side of the subject.

The Academy uses a range of criteria to identify who goes on the More Able and Talented (MAT) register. This is updated annually (after the October half term) so the MAT year runs from November to November.

Chelsea Academy takes these criteria into account but is not bound by them. In each year group, approximately 10% of the students will be on the MAT register. This changes each year depending on the number of teacher nominations that a student gets.

At Chelsea Academy More Able and Talented students may be identified by:

- Year 7 internal baseline testing
- An average CATS score of 116 or above
- Non-verbal reasoning CATS score of 116 or above
- Teacher identification and assessment - this is the key measure and takes place in October each year.

Sixth Form More Able and Talented students may be identified by:

- Average GCSE results – the top 10% of the year group are recognised as the More Able and Talented students within the Sixth Form
- Teacher identification and assessment
- Parental identification

How does being identified as More Able and Talented benefit students at Chelsea Academy?

More Able and Talented students in Key Stage 3 and 4

Students identified as More Able and Talented at Chelsea Academy will be set aspirational target grades. More Able and Talented students' progress is closely monitored. Intervention programmes aimed at stretching the most academic students will be put in place if the student makes insufficient progress. Teachers will set More Able and Talented students more challenging tasks, both within the classroom and through independent learning.

Chelsea Academy offers a programme of extended curriculum opportunities. These enrichment activities focus on raising students' aspirations and critical thinking, targeting those More Able and Talented students in particular, who may not otherwise have access to such opportunities. In addition, More Able and Talented students' curriculum pathways can be refined at Key Stage 4 in order to ensure the needs of the students are met. When appropriate, students will be accelerated through the curriculum and be entered into national examinations early at Key Stage 4.

More Able and Talented students in Key Stage 5

More Able and Talented students at Key Stage 5 will be set aspirational target grades. Students identified as More Able and Talented at Key Stage 5 will be encouraged to aim for Oxbridge. The Academy supports Most Able and Talented students to attend open days, interview preparation courses and apply for university summer schools, including courses at Imperial College and Oxbridge. The Academy provides More Able and Talented students with extra classes to train them for Oxbridge entrance exams, starting in the spring term of Year 12. Students interested in studying Medicine will receive specific tuition to help them prepare for interviews and entrance exams. Future medical students will also be supported to gain relevant work experience in the summer of Year 12. More Able and Talented students will be given the opportunity to take the extended project qualification in their chosen subject in Year 13. When appropriate, More Able and Talented students can study four A-Levels.

Working with Parents of the More Able and Talented Students

Parents have a vital role to play in supporting their child's academic progress and sense of wellbeing at the Academy. The More Able and Talented Coordinator will act as a key point of contact for parents of More Able and Talented students. All parents of More Able and Talented students at the Academy will be informed that their child is on the register and in keeping with the Academy's teaching and learning policy, will receive regular reports about their child's academic progress. Parents will also be informed of any additional intervention or support being offered to their child to help them fulfil their academic potential.

As the More Able and Talented register changes each year, the Academy will write to each parent of students who are on the MAT register letting them know the subject nominations that they have for the year ahead. If a student was on the MAT register but has not qualified for the following year, then they will also be written to and informed.

How will the policy be implemented?

The More Able and Talented policy will be implemented in practice through:

- Staff commitment to develop their full potential at all times

- A challenging, diverse and enriching curriculum for all More Able and Talented students across subjects and key stages
- Lessons that stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and through active participation in the lesson
- Celebration of outstanding academic achievement in Achievement Assemblies
- Pastoral support for More Able and Talented students as appropriate
- CPD for Academy staff to ensure that Academy staff are committed and able to meet the learning and pastoral needs of the More Able and Talented students
- Effective communication with parents / carers of More Able and Talented students
- Enrichment activities to raise aspirations and build on learning within the classroom

All the staff at Chelsea Academy have a role in ensuring the More Able and Talented policy is consistently implemented. However, it is the specific role of the More Able and Talented Coordinator, Vice Principal and Governors to ensure that the Academy's More Able and Talented policy accurately reflects the needs of the More Able and Talented students and is effectively implemented in practice.

Policy Links

- The Teaching and Learning Policy
- Curriculum and Assessment Policy
- Feedback and Marking Policy