

More Able and Talented Policy

This policy applies to all pupils attending Mayfield Preparatory School including pupils in the Early Years Foundation Stage.


Introduction

Our school aims state that we:

- promote academic excellence through a broad and balanced curriculum
- encourage a sense of curiosity, and an enjoyment and passion for learning
- develop the confidence and determination of our pupils to achieve their full potential in all aspects of school life
- Mayfield Preparatory School is committed to providing a sufficiently challenging curriculum for all its pupils. In addition, we will provide opportunities to identify *More Able* pupils and in turn nurture their abilities

Aims

This policy is intended to support the following aims:

- Promote courses that lead to examinations and accreditation
 - The raising of aspiration for all pupils
 - High expectations of achievement for all pupils
 - Greater enterprise, self-reliance and independence for all pupils
 - Ensure staff commitment and training to develop pupils' full potential
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In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents, although not to the detriment of other areas of learning.

Definitions

- 'More Able' learners are those who have exceptional abilities in one or more subjects in the statutory curriculum other than Art and Design, Music and PE
- 'Talented' learners are those who have exceptional abilities in Art and Design, Music, PE or Performing Arts such as Dance and Drama

Within the school, we recognise that *More Able and Talented* pupils can be:

- exceptionally good "all-rounders"
- extremely high achievers in one area

Identification

More Able and Talented pupils are identified by making a judgement based on an analysis of various sources of information including:

- Internal and external assessment and testing
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Predicted test/ examination results

This information is collated by the SENDCo and is made available to all staff. The More Able and Talented Register is regularly reviewed and updated.



Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of *More Able* pupils in some groups, there will be *More Able* pupils in all groups
- The provision of opportunities for *More Able* pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities
- Leadership opportunities



COGs Challenge Group

Mentoring and additional provision for pupils of exceptional ability, namely the 'COGs' Challenge Group in Upper II and Lower III.

Selection for COGs

The first selection criteria is for a child to consistently achieve 140 in the Mayfield Prep Reading Test (4 tests or above over the course of a 24-month period). Secondly, above 95% overall over the course of the previous 24 months, and thirdly, over 90% over the course of the last 24 months, up to a maximum of 8 pupils per year group. Note: at the discretion of the SENDCo a child / children may be invited into the COGs group for a "social" reason in order to achieve SEMH targets generally as part of their APDR cycle, and as such this child / children should achieve an 80% overall score on their previous 24 months' reading test (up to a maximum of 10 children in total).

Co-ordination and Monitoring

The Head Teacher and the SENDCo have overall responsibility to ensure:

- the policy is implemented
- effective assessment of pupils' performance and potential
- the monitoring of progress of all pupils
- schemes of work are planned to include specific enrichment material
- an awareness amongst all staff of their role in challenging all pupils and the need to make the curriculum sufficiently challenging
- that the professional development programme includes relevant aspects of provision to challenge *More Able* learners



- the provision of enrichment and extension opportunities provided by extra-curricular activities
- the encouragement for pupils to enter local and national events, courses and competitions
- the recognition, celebration and rewarding of achievement of all pupils

Evaluation

The SENDCo has overall responsibility to evaluate this policy. They will report to the Head Teacher and the results of the evaluation will be discussed annually at Senior Management meetings, shared with the staff and reported to the Curriculum Committee of the Governing Body.

This policy is reviewed every three years by the SENDCo in cooperation with the SMT and the Governing Body.

Reviewed on:	September 2020
Review Date:	September 2023
Head Teacher:	Matthew Draper
Chair of Governors:	June Aubrook

