

Most Able and Talented Policy

**Approved by Governor Committee:
Student and Curriculum**

**Date to be reviewed:
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**Responsibility of:
Vice Principal (Curriculum)**

**Date ratified by Governing Board:
22nd February 2018**

Introduction

As a Christian and fully inclusive educational community, we aim to foster each student's unique gifts and talents while meeting their needs and raising their aspirations. 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, rewarding and an enjoyable experience, which enables 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.

Most Able at Chelsea Academy

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

Being identified as Most 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 whilst at Chelsea Academy

Identification Process

The Academy recognises Most Able and Talented students as those with an above average academic ability. The Academy has a separate register for students that display great talent within music, art, drama, sport, technology and ICT. (Exceptionable ability in technology and ICT can also indicate a student is academically Most Able and Talented, if the student displays aptitude for the conceptual and theoretical side of the subject).

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

Ofsted defined the Most Able and Talented students as students who achieved L5 or above in Maths and English in their KS2 SATS (Ofsted, 2013). 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 Most Able and Talented students may be identified by:

- KS2 data with level 5s or above (or equivalent)
- 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.
- Primary school teacher identification

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

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

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

Most Able and Talented students in Key Stage 3 and 4

Students identified as Most Able and Talented at Chelsea Academy will be set aspirational target grades. Most 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 Most 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 Most Able and Talented students in particular, who may not otherwise have access to such opportunities. In addition, Most 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.

Most Able and Talented students in Key Stage 5

Most Able and Talented students at Key Stage 5 will be set aspirational target grades, AAA or better. Students identified as Most 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 Most 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. Most Able and Talented students will take an EPQ, extended project, in their chosen subject in Year 13. When appropriate, Most Able and Talented students can study four A-Levels.

Working with Parents of the Most 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 Most Able and Talented Coordinator will act as a key point of contact for parents of Most Able and Talented students. All parents of Most 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 Most 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 Most Able and Talented policy will be implemented in practice through:

- A challenging, diverse and enriching curriculum for all Most Able and Talented students across subjects and key stages
- Teaching and learning, where teaching is effectively matched to the needs of the Most Able and Talented students
- Celebration of outstanding academic achievement in Achievement Assemblies
- Mentoring of under-achieving Most Able and Talented students by Heads of Year
- Pastoral support for Most Able and Talented students
- CPD for Academy staff to ensure that Academy staff are committed and able to meet the learning and pastoral needs of the Most Able and Talented students
- Effective communication with parents / carers of Most Able and Talented students
- Enrichment activities to raise aspirations and build on learning within the classroom

Most Able and Talented Policy

Reviewed: February 2018

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

Policy Links

- The Teaching and Learning Policy
- The Assessment, Recording and Reporting Policy
- The Assessment for Learning Policy

Appendix A

How to identify the target group for teacher nominations

Areas for discussion:

- Types of extracurricular activity the child likes
- Reactions to these activities
- Types of questions they ask
- Magazines /books/websites /computer games they like
- Do they enjoy problem solving /thinking games?
- Persevere for a long time?
- Do they enjoy taking things apart to see how they work?
- Do they work independently?
- Do they use language beyond their age?
- Do they show a particular talent on an instrument or in a sport?

A generic checklist of possible characteristics of a Most Able and Talented student:

- Superior powers of reasoning
- Ability to transfer knowledge and skills across subjects
- Ability to categorise knowledge and make independent links between new material and prior learning
- Ability to transfer ways of working and apply skills across topics and subjects
- Learns new vocabulary quickly
- Originality and initiative
- Rapid absorption of material
- Quick to spot weaknesses
- High personal standards
- Perfectionism
- Absorbed for long periods, impatient with interference
- Keen powers of observation
- Good at adapting and using materials for purposes other than those for which intended
- Prefers company of older children / adults
- Exceptional curiosity
- Interested in nature of man and universe
- Can lead / influence others
- Spots direction of situation long before others
- Pursues subjects / interests in great depth
- Individual approach – resists instruction
- Wide range of interests / unusual hobbies
- Excellent spatial awareness
- High non-verbal reasoning ability

The Higher Attaining Underachiever

- Difference between oral and written work
- Tasks begun well, then rushed / abandoned
- Bored with flashes of brilliance
- Poor team member
- Hypercritical of self and others
- Day-dreamer
- Performs better when has a good relationship with the teacher
- Dislikes routine tasks
- Mood swings
- Challenges, but not always positively
- Poor presentation

Teaching Strategies

- Stretch/challenge tasks (rather than extension tasks) for Most Able and Talented students
- Encouraging students to apply prior learning within a new context / subject area

- Test students to devise success criteria for a topic / object e.g. create 5 success criteria for a car engine
- Open-ended questions as a starting point for extended discussion
- Providing work from the key stage above
- Creative tasks to test students in-depth understanding of a topic
- Sharing top scoring model exemplars with students and asking students to identify examples of success criteria being met
- Self and peer assessment
- Improving work after teacher assessment
- Differentiated independent learning
- Students to study material / topic for independent learning prior to the class and then build on students' understanding within the classroom
- Most Able and Talented student to play role of teacher or leader within the group or pair work
- Socratic discussion and questioning
- Talk as a rehearsal for writing – encourage students to always use standard English and academic terminology within class discussions
- Allow independence and space for students to make mistakes and work through them themselves
- Students participate in lesson delivery
- Clearly defined research projects with success criteria as independent learning to allow students to explore the subject further
- The higher the attainment, the less instruction
- Multi-sensory activities
- Share marking criteria with student before setting task
- Emphasis abstract as well as basic concepts
- Giving handicaps so the task is more challenging, for example not being allowed a calculator or only being able to answer in words that are 5 letters or more
- Encourage students to use knowledge from other subject areas eg. asking students within a science lesson to come up with economic arguments for and against environmental action
- Teaching Backwards
- Encourage out of school interests
- Work with parents
- Mentoring with older children / adults

Appendix B

Subject Specific Criteria for Most Able and Talented

English (or Mother Tongue Language)

- Show close reading skills and attention to detail
- Are sensitive to nuance of language use, use language precisely
- Have a well developed, sophisticated sense and appreciation of humour
- Contribute incisive, critical responses, can analyse own work
- Are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'
- Approach writing tasks thoughtfully and with careful preparation
- Show attention to spelling and meanings of words
- Cope well in dual-language medium
- Have fluency and breadth of reading
- Show pleasure and involvement in experimenting with language
- Analyse insights confidently and precisely when discussing their own and others' writing intentions
- Draw out relationships between different texts read

Maths

- Grasp the formal structure of a problem: can generate ideas for action
- Recognise pattern: can specialise and make conjectures
- Reason logically: can verify, justify and prove
- Think flexibly, adopting problem-solving approaches
- May leap stages in logical reasoning and think in abbreviated mathematical forms
- Are able to generalise from examples
- Are able to generalise approaches to problem-solving
- Use mathematical symbols as part of the thinking process
- May work backwards and forwards when solving a problem
- Remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning

Modern Foreign Languages

- Show an interest in and empathy with foreign cultures
- Recognise grammatical patterns and functions of words
- Use linguistic/non-linguistic clues to infer meaning
- Are able to listen and to reproduce sound accurately
- Extrapolate general rules from examples, can make connections
- Have effective communication strategies
- Are curious about how language 'works', its meaning and function
- Are able to use technical vocabulary to discuss language
- Identify and memorise new sounds and 'chunks' of language
- Are flexible in thinking, showing flair, intuition and creativity
- Apply principles from a known language to the learning of new ones

Music

- Hear music 'in their head'
- Demonstrate power of expression and skill beyond basic competency
- Respond emotionally to sounds
- Show a commitment to achieving excellence
- Have a strong musical memory
- Are particularly sensitive to melody, timbre, rhythms and patterns
- Demonstrate coherence and individuality in developing musical ideas
- Have the motivation and dedication to persevere and practise

The Technologies

- Readily accept and discuss new ideas
- Conceptualise beyond the information given

Most Able and Talented Policy

Reviewed: February 2018

- Identify the simple, elegant solution from complex, disorganised data
- Reflect and are constructively self-critical
- Demonstrate skillfulness and ingenuity in manufacturing skills and techniques
- Like the familiar with the novel and see application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical
- Independently research knowledge to solve problems
- Show awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability)

History

- Make confident use of conventions which describe historical periods and the passing of time
- Show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one
- Make imaginative links between the topics studied and with other subjects in the curriculum
- Ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises
- Show a lively curiosity with regard to historical problems and debates
- Select and use historical information to illuminate a narrative, support an argument or challenge an interpretation
- Reach soundly-based evaluations and conclusions based on considered use of evidence and are prepared to support them with reasoned argument
- Have a broad range of general and historical knowledge
- Are aware of the provisional nature of knowledge
- Use a range of historical sources, including complex and ambiguous ones, with confidence and perception
- Give increasingly sophisticated reasons for the selection of sources
- Show determination and perseverance in investigating topics
- Use subject-specific vocabulary and terminology with accuracy and confidence
- Make suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes

Geography

- Possess wide-ranging general knowledge about the world
- Are intrigued by the workings of their own environments
- Appreciate the relationships of different scales of environments
- Analyse confidently and draw conclusions
- Appreciate varying viewpoints and attitudes
- Creatively design and interpret spatial representations
- Have good information-processing skills
- Are enthusiastic observers of the world around them
- Enjoy identifying patterns and similarities in different contexts
- Understand and begin to explain more complex inter-relationships
- Draw meaningful generalisations from detailed information
- Formulate opinions and use evidence to support their own viewpoint
- Enjoy and can confidently use a wide range of visual resources including maps and photographs
- Monitor and regulate personal work

Art

- Analyse and interpret their observations and present them creatively
- Are enthusiastic and interested in the visual world
- Can sustain concentration, constantly refining ideas
- Are quick to learn and transfer skills
- Draw on existing knowledge, make connections and draw on comparisons with others' work
- Enjoy experimenting with materials and are able to go beyond the conventional
- Have confidence using a wide and range of skills and techniques

Drama

- Have an ability to engage effectively with a role
- Can confidently move and use gestures appropriate to character
- Confidently perform a scripted or improvised character to an audience
- Have the ability to engage effectively with an audience
- Understand and enjoy the uses of the stage including design and technical effects
- Are able to discuss and have personal opinions about drama/theatre productions
- Have the ability and vision to realise a text from 'page to stage'
- Demonstrate an expressive speech ability in the use of voice and accents
- Are able to invent and sustain a role
- Enjoy drama improvisation and/or mime and dance drama
- Engage meaningfully with others in the performance of a play text
- Possess a wide range of knowledge about drama and theatre
- Reflect on the use of language in a play text

Physical Education

- Use the body with confidence in differentiated, expressive and imaginative ways
- Have a good sense of shape, space, direction and timing
- Produce a seamless fluency of movement with an intuitive feel for elegant movement
- Are able to use technical terms effectively, accurately and fluently
- Are able to analyse and evaluate their own and others' work using results to effect improvement
- Are able to adapt, anticipate and make decisions
- Have a good control of gross and fine body movements and can handle objects skilfully
- Show high level of understanding of principles of health-related exercise and their application in a variety of activities
- Are able to perform advanced skills and techniques and transfer skills between activities
- Take the initiative, demonstrating leadership and independence of thought

Personal Development

- Identify with the feelings of others
- Are self-confident
- Are flexible and comfortable with change and novelty
- Build good relationships
- Work well collaboratively
- Are aware of social and environmental issues
- Are good in debate, discussion, role-play
- Show initiative and persistence
- Reflect on personal mistakes and rectify them
- Have self-control
- Use effective communication skills
- Are able to persuade and negotiate
- Lead and inspire others
- Enjoy community activities
- Display honesty and integrity

Computing and IT

- Use ICT hardware and software independently
- Use ICT to solve problems
- Consider the limitations of ICT tools and information sources
- Consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use
- Use ICT to support their studies in other subjects
- Use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems
- Consider some of the social, economic and ethical issues raised by the use of ICT