



Hetton School

Respect. Learn. Achieve.

Hetton School Most Able and Talented Policy 2018-2019

AIMS

- Provide all students with learning experiences and opportunities, which will help them to fulfil their potential and secure the highest possible levels of achievement.
- Develop lively, inquiring minds, ensuring that all students are capable of independent thought.
- Help stimulate and motivate able and talented students to help prepare them for adult life.
- Provide our most able and talented students with opportunities to work at higher cognitive levels through differentiated provision.
- Support all staff in meeting the needs of more able and talented students.

OBJECTIVES

- Promote appropriate educational provision for the most able and talented students.
- Support a partnership with parents / carers, valuing their views and contributions and keeping them fully involved in their child's education.
- Offer a whole school approach towards the provision of an effective education for the most able and talented students, which is endorsed enthusiastically by all staff.
- Promote equal opportunities for all students to engage in a broad and balanced curriculum.
- Create an atmosphere in which students are comfortable with being identified as more able and talented.

IDENTIFICATION

Most able: Intake before 2016: Students that enter the school with a KS2 Average Level of 5b and above. These students make up between 7-13% of each year group. This identification is fixed throughout the students five years at Hetton School.

Intake 2016 onwards: Student who are in the top 10% of their year group in terms of KS2 APS.

Talented: Students who have been identified as significantly working above national average in each subject area. Talented students will be identified by departments annually.

ROLES AND RESPONSIBILITIES

Senior Leadership Team

- Ensure pedagogy across the school allows all students to achieve to the best of their ability.
- Monitor more able and talented student's achievement, as part of whole-school evaluation.
- Work with MAT Lead Teacher to ensure training and support is given to all staff.
- Mentor underachieving students.



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MAT Lead Teacher

- Develop strategies for the improvement of most able and talented provision in consultation with Head teacher, SLT, governors and staff.
- Maintain and develop most able and talented policy.
- Maintain and update the register of most able and talented students.
- Monitor most able and talented students and ensure effective and consistent tracking of achievement and attainment across the school.
- Mentor underachieving students.
- Work with SLT to identify and provide CPD to staff to effectively meet the needs of MAT students.
- Communicate with parents, staff and governors the provision being made for most able and talented students.
- Coordinate extra-curricular activities aimed specifically at MAT students
- Liaise with SLT to ensure that Student Premium is used correctly with relevant MAT students.

Teaching and non-teaching staff.

- Provide differentiated activities and appropriate support and resources for the most able and talented students.
- Use higher order thinking skills to challenge students understanding.
- Challenge and identify under-achieving MAT students and pass on to MAT Lead Teacher
- Identify most able students and talented students on seating plans.
- Assist in the identification of talented students.

MONITORING AND EVALUATION.

Student achievements will be monitored and evaluated with each assessment window entry. General subject leader monitoring will focus on MAT students as one priority area. Additionally, termly work scrutiny will focus on the work of MAT students, and formal monitoring of lessons which include MAT students will have a specific focus on the work and progress of at least one of these students. This process will include:

- Regular observation and recording of progress across the curriculum.
- Encouraging students to assess and review their own performance.
- Check that the level of work being completed by MAT students is appropriately challenging
- Valuing out of school achievements.
- Intervention activities to prevent underachievement.
- Monitoring of MAT students using VLE to extend their learning

The responsibility for evaluation will fall to the More Able and Talented Lead Teacher, who will report directly to the Senior Leadership Team. The evaluation will include feed-back from teachers, subject leaders, students and parents. Results of the evaluation will be shared with the Senior Leadership periodically and used to inform SLT/SL link meetings.