

MORE ABLE AND TALENTED POLICY 2021-2022



At Stanborough School we believe that all students should have access to an education that will enable them to develop their full potential. This includes intellect, creative, physical, emotional, social and spiritual.

As a school we are fortunate to have small classes, allowing the opportunity to meet our students' individual needs, thus making personalised learning a priority in our teaching and learning.



School setting:

Stanborough School is an independent, co-educational, non-selective school for children aged 11 – 16. Some of our students are boarders and come from abroad.

School belief:

We are a Christian school, following the principles of the Seventh-Day Adventist church. Our students have access to high quality, well-planned and well organised teaching, allowing them to participate in a broad and balanced curriculum, whilst maintaining a spiritual backing.

Date: January 2022

	
Kaz James Interim Headteacher	Pastor Eglan Brooks Chair of Governors

Next review date: January 2023

Contents

Aims:.....3

Objectives:.....3

Policy Links:3

Definition of More-Able and Talented:3

Identification:3

Understanding CAT Scores:5

Understanding GL-Assessments:.....5

Understanding Grade Boundaries:.....6

What is the MAaT Register and how long do students stay on it for6

Roles and Responsibilities:6

Monitoring:.....7

Evaluation:.....7

Other items to consider:8

Appendix A: CATS Data Explained9

Appendix B: Grade Boundaries 10

Appendix C: Characteristics of MAaT students: 11

Appendix D: Explanation of various scenarios 12

Aims:

Our aim is to provide the best for our students within every aspect of their schooling. We aim to achieve this by creating stimulating learning environments inside and outside of the classroom, celebrating their abilities, personal qualities and talents. The intention is to provide them with multiple opportunities to achieve their full potential and maximise their progress. This will be achieved by offering activities that extend and enrich their learning and promote high attainment and steady progress. Where possible, they will move through their learning at a faster pace than their cohort and be developed further than their peers.

We aim to achieve this by training staff, complying with the More-Able and Talented register, and monitor the progress of all students using summative and formative assessments and the use of target trackers.

Objectives:

- To ensure the identification of MAaT students in individual subject areas and in areas outside of academic work
- Ensure that these students reach their potential not only in academics, but in non-academic areas too
- Offer these students the opportunities to explore more demanding work inside and outside of the classroom
- To encourage creativity and independent thinking
- To develop a consistent approach from all members of staff towards these students and ensure that their pastoral needs are supported

Policy Links:

- Equal opportunities policy – Equality Act 2010)
- (Assessment, recording and reporting policy)
- Teaching and Learning Policy
- Homework Policy
- SEND Policy
- Internal Grade boundaries Policy

Definition of More-Able and Talented:

More-Able:

Measurable potential for Academic areas of learning (top 8-10%)

Talented:

Non-academically More Able

Identification:

MAaT Students in Year 7

Any or a combination of subjects, but not limited to: English, Maths, Science, Modern Foreign Languages, Geography, History, Business Studies, RE etc

1	SATS Scores KS2	Average score of 110.00 in any of the SATS
2	CAT testing Year 7	Score of 127 + in any of the four testing areas
3	GL-Assessments	Score of 125 + in any of the subjects

MAaT Students in Key Stage 3

Any or a combination of subjects, but not limited to: English, Maths, Science, Modern Foreign Languages, Geography, History, Business Studies, RE etc

1	CAT testing Year 7	Score of 127 + in any of the four testing areas
2	GL-Assessments	Score of 125 + in any of the subjects
3	Internal grade boundaries	A consistent grade of 9 for the previous academic year in individual subjects

MAaT Students in Key Stage 4

Any or a combination of subjects, but not limited to: English, Maths, Science, Modern Foreign Languages, Geography, History, Business Studies, RE etc

1	CAT testing Year 7	Score of 127 + in any of the four testing areas
2	GL-Assessments	Score of 125 + in any of the subjects
3	Internal grade boundaries	A consistent grade of a 9 for the previous academic year in individual subjects

Music, Art and PE

Any or a combination of subjects, but not limited to: English, Maths, Science, Modern Foreign Languages, Geography, History, Business Studies, RE etc

1	CAT testing Year 7	Score of 127 + in Spatial ability
2	Parent nominations	If student excels in clubs external to the school
3	Internal grade boundaries	A consistent grade of a 9 for the previous academic year in individual subjects
4	Music MAT	Score of 45 and higher: more able. Score of 50 or higher: Highly able

Students can nominate their peers through communication with the More-Able and Talented co-ordinator, who would make a decision based on the evidence provided (criteria-add) eg chess

MAT (Music Aptitude Test):

The MAT test takes place in the 1st week of September in order to identify pupil's ability in music. This is for both new students and to track the progress made for existing students.

The total score is out of 60 in 4 areas of music:

Pitch

Melody

Rhythm

Texture

Any student who achieves a score of 45 or higher is considered to be more able. Those achieving a score of 50 or higher are Highly able

Understanding CAT Scores:

Please refer to Appendix A for a more detailed explanation and examples of the various types of testing.

Verbal Reasoning is not only used in the assessment of reasoning with words, nor wider language skill, such as speaking, listening or writing. It tests the ability to reason deductively, and thus not limited to only languages, but the student's ability to interpret the question correctly, and can thus identify a student's capabilities in several subjects such as English, Humanities, Sciences and Mathematics. At Stanborough we use it in identifying English More-Able

Quantitative Tests uses symbols instead of words and determines patterns and relationships in series. This would give a good indication of the student's ability to perform well in subjects such as Mathematics and the Sciences.

Non-Verbal tests look at the reasoning process but also uses shapes and figures. This will be very useful when we test our international students, as no knowledge of the English Language is required nor of the number system.

Spatial Ability tests help identify those children who can mentally generate and transform visual images. This is a very useful tool in identifying students who have an artistic ability.

Any student who achieves a score of 127 or more in any field of testing is identified as MAaT.

CAT scores are available to teachers and parents.

Understanding GL-Assessments:

These are written on an annual basis and are instrumental in tracking the student's progress, identifying gaps in learning, and monitoring steady progress.

GL-Assessments provide a general overview in the subjects of English, the Sciences and Mathematics, drilling down into the sub-areas the student excels in and areas where gaps are identified.

Not only is this a useful tool to identify MAaT students, but it also helps to identify those who are under-achieving, which can then in turn be referred to the SENco.

Teachers, parents, and students have access to these scores and can work together to move their child's learning forward.

Any student achieving a score of 125 or more would be identified as MAaT.

Understanding Grade Boundaries:

Please see Appendix B for Stanborough School's internal Grade Boundaries.

What is the MAaT Register and how long do students stay on it for

The register recognises students with exceptional ability in the subject area and stand out from the rest of the year group and show potential to achieve very high grades. They are identified by the criteria set out in identification section of this policy. They demonstrate keen interest in the subject and show excellent understanding of key concepts/ theories/ practices. They also ask inquisitive questions and always try to enhance their learning at every opportunity.

All teachers will be made aware of who is on the list and are expected to monitor those students on the register within their class, ensuring they progress and reach or exceed their potential.

The register can be found on Stanborough School One Drive in the More-Able and Talented folder.

Students who are identified in Year 7 will remain on the register for the duration of the schooling career at Stanborough.

If they choose to no longer continue with a subject in Key Stage 4, they will be removed from the register.

Students can be added at any time to the register, provided they meet the criteria stated in the Identification section of this policy.

Please see Appendix C for the characteristics of a student on the MAaT register.

Roles and Responsibilities:

Students:

- The MAaT students take responsibility for their learning by catching up on teaching that has been missed due to additional opportunities, by working with the teacher to ensure they continue with excellent progress in their learning
- Read widely across subjects
- Take opportunities available to them, such as leadership
- Act on feedback given to them by staff
- Complete homework to the best of their ability

More-Able and Talented Co-ordinator:

- Be an advocate for the MAaT students within the school
- Collate information about the number of students on the register
- Assess the progress of the students
- Keep up to date with research on teaching and learning strategies for MAaT and filter down to staff and students
- Ensure the register is available to all staff
- Promote and support the well-being of the MAaT students by keeping in touch with both the students and the pastoral team of the school
- Prepare an annual report on the analysis of the progress of the students
- Ensure that new students' CAT scores, GL-Assessments, Music MAT scores and in the case of Year 7's that SATS scores have been fed through from previous schools
- Make suggestions to the in-service training needs of individuals and help deliver resulting in-service training
- Gather information relating to the identification of MAaT students from a variety of sources and update the register at the end of the data collection
- Communicate with the parents of the MAaT students

- With the help of SLT coordinate enrichment activities where feasible. Encourage, support and advise faculties about providing enrichment activities
- Promote the use of competitions, clubs, and special events in tandem with the appropriate faculty
- Update the school website with regards to MAaT
- Liaise with other phases to ensure continuity and good communication, such as contacting feeder schools to establish MAaT transfer students
- Monitor, intervene and access support when a MAaT student is experiencing pastoral difficulties

Subject Teachers:

- To add to schemes of work (SOW), provision for MAaT including opportunities for open ended tasks which develop thinking skills and creativity
- The role of the subject teacher is vital in challenging the thinking of the MAaT students
- To ensure that the names of the MAaT students they teach are highlighted in their Seating Plans
- To ensure they are aware of the target grades for those students and use these when reporting on progress during data collection
- To implement appropriate support strategies for underachieving MAaT students
- To allow for independent learning in their lessons
- Use strategies such as differentiated work in their exercise books and allow for class teaching
- Set levels of expectations for the class being taught and the individual students within that class
- Celebrate work through feedback
- To identify other students who are high performers in their subject area and ensure their names are fed through to the MAaT co-ordinator to place them on the register according to the identification policy

Form Tutors:

- To be aware of tutees who have been identified as MAaT
- To liaise with teachers to support underachieving students
- To be aware that a MAaT student may be under increased pressure, and that they may need additional pastoral care, support and intervention

Monitoring:

Subject teachers are expected to:

- Ensure the names of the MAaT students are a focus through their marksheets
- Keep records of attainment and progress of students in their teaching groups eg. Key Assessment tasks
- Report on progress and attainment of those students through data collection (termly) and reports
- To implement support strategies for underperforming students eg. Parental communication, mentoring
- Intervene with under-achieving MAaT students
- Exercise books of the various subjects of the MAaT students must reflect evidence of the differences/differentiated work either by title or a 'differentiated stamp' or both

Evaluation:

- As part of the subject evaluation a section will include provision of the MAaT students, such as, how many students achieved their targets, or are under performing, strategies employed to support those that are under performing
- MAaT coordinator and SLT will provide an annual analysis and review of the progress of students at all key stages and reported annually to the board of governors
- The findings will inform the MAaT coordinator ways of improving for the following academic year

Other items to consider:

- A MAaT budget for trips rewards etc especially for those who have under-performed but improved
- Discussions with MAaT students to make improvements for the provision of MAaT within all subject areas
- An annual review to make improvements
- Membership of NACE (National Association for Able Children in Education)
- Use of the NACE Challenge Award to evaluate and improve provision
- Surveys for students as well as parents
- Training and resources
- Look into the international students and how to categorise them

Appendix A: CATS Data Explained

CATS Data Explained

The Cognitive Abilities Test (CAT) is an assessment of a range of reasoning skills.

The tests look at different types of reasoning: words, numbers and shapes or figures.

The verbal reasoning element assesses reasoning processes using words. Such processes include: identifying relationships between things (e.g. 'big' is the opposite of 'small'); creating correlates of such relationships (e.g. 'big' is to 'small' as 'thick' is to 'thin'); identifying classes ('hat', 'gloves,' ____?': pyjamas, slippers, scarf), and reasoning deductively ('A' is taller than 'B' and 'B' is taller than 'C'; therefore 'A' is taller than 'C'). It is not therefore an assessment of reasoning with words, nor wider language skills such as speaking, listening or writing.

The quantitative tests look at the same processes but use numbers as the symbols. For example determining rules by analogy and applying these to new cases (2->3, 9->10, 6->_? (7)), determining patterns and relationships in series (1, 4, 7, _? (10)), or combining elements to form number sentences (e.g., by combining the following elements you can make one of these answers (2 3 4 + -: 0 2 4 5 7).

The non-verbal tests again look at reasoning processes but use shapes and figures. Because these questions require no knowledge of English language, or the number system, they are particularly useful when assessing children with English as an additional language.

The spatial ability tests look at how children mentally generate and transform visual images. They ask children to manipulate images and perceive patterns between them.

CAT 4

This table gives an approximate description of how GL assessment classify the scores.

Description	Score
Very high	127+
Above average	112-125
Average	89-111
Below average	88-

<http://ccc.cambridgeshireeducationaltrust.org/wp-content/uploads/2017/11/CATS-Data-Explained.pdf>

Appendix B: Grade Boundaries

Stanborough Secondary School	
Internal Grade Boundaries Year 7-11	
Half Term Attainment Grade	
9	Exceptional
8	Excellent
7	Very good
6	Good
5	Satisfactory
4	Pass
3	More effort needed
2	Unsatisfactory
1	Poor
0	Low marks scored/ no work submitted

KS3		KS4	
%	GRADE	%	GRADE
95 - 100	9	87+	9
85 - 94	8	76 - 86	8
75 - 84	7	68 - 75	7
67 - 74	6	60 - 67	6
57 - 66	5	52 - 59	5
50 - 56	4	45 - 51	4
40 - 49	3	35 - 44	3
30 - 39	2	25 - 34	2
1 - 29	1	18 - 24	1
		Below 18	0

Non-Practical subjects		Practical subject option 1		Practical subject option 2	
Test	60%	Test	0%	Test	60%
Classwork	20%	Classwork/practical	100%	Classwork/practical	40%
Homework	20%	Homework	0%	Homework	0%

Appendix C: Characteristics of MAaT students:

- Quick thinking and accurate worker
- Works systematically and logically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Verbalise their thought and ideas well
- Determined and diligent in uncovering patterns
- Achieve well, or show potential in a wide range of contexts
- Creative
- Shows compassion, empathy and great sensitivity
- Shows particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Able to multitask
- Could have poor handwriting (but organised) due to hand not keeping up with brain
- Tend to have excellent memories
- Questions everything, sometimes can ask purposefully awkward questions, especially to teachers
- May have a vast and detailed knowledge of something unexpected
- Can often refuse to take part because of fear of losing/ failing
- Friendship circles can tend to be smaller

<https://www.mensa.org.uk/gifted-talented/how-spot-bright-spark-your-class>

Appendix D: Explanation of various scenarios

<u>Scenario</u>	<u>Academically High/More Able</u>	<u>More Able</u>	<u>Highly Able</u>	<u>Talented</u>
1a	Student with an average CAT score of 127 + and GL Assessments in English, Maths and Science above 125 with attainment above average		x	
1b	Student with an average CAT score of 127 + and GL Assessments in English, Maths and Science above 125 with attainment below average		x	
2a	Student with an average CAT score of 127 + and subject attainment grade below average		x	
2b	Student with an average CAT score of 127 + and subject attainment grade above average		x	
3	Student with a CAT score of 115 or less, but excelling in subject attainment grade – teacher identified More-Able	x		
	<u>Non-Academically Talented</u>			
4	Student with a CAT score of 115 or less, but with a spatial score of 127 + and attainment grade above expectations in non-academic subjects			x
5	Music MAT score of 45 or more	x		
6	Music MAT score of 50 or more		x	