

Bishop Barrington School: Policy for the Most Able and Talented Students.

Vision and Rationale

At Bishop Barrington "we believe that every child matters. A child has only one school life and together we must make it count."

For More Able and Talented Students this means recognising their abilities from the earliest stages of their life at Bishop Barrington and during the transition from primary, doing all we can to provide them with challenge, enrichment and the support needed to realise their potential.

Definition: What is a MAT student at Bishop Barrington?

MAT students in our school excel across the curriculum, demonstrating high levels of *ability* exceeding that of the rest of the group. This includes creative areas, demonstrating real *talent* for example in performing arts, art and design and sports. Our MAT students are independent learners, who clearly demonstrate abilities beyond their peers and often beyond what would be expected at their age levels.

Identification

The whole school MAT register represents 10% of the whole school cohort. This is made up of 5% nominated through data (KS2 results) and 5% departmental nominations. Students identified through data are taken on their average point score for Maths, English and Science at the end of KS2.

Departments construct their own registers using the school data base and taking the most able 10% in each year group, in their subject area. Identification methods differ depending on the nature of the subject. For example Maths and Science may nominate students performing at levels beyond what would be expected at any given age e.g. Level 8 maths in Year 9 or awarding of the Gold Award in the National Maths Challenge.

PE may nominate students for exceptional performance in athletics, trampolining or dance. Music may nominate students who have passed external exams at an exceptional level e.g. grade 8 piano examination with the *London College of Music* or have demonstrated real talent within the school environment e.g. in school performances.

Departments use their registers to monitor the progress of their MAT students, inform planning with a view to raising attainment and ensure there is targeted provision. Departments base their bids for MAT finance on how they can further develop the abilities/talents of the students in their registers.

The remaining 5% of the whole school register is made up of students with a number of nominations from subject areas e.g. 3 or more. In this way our whole school register reflects not just academic ability but talents in creative areas too, which equally need fostering and resourcing.

Role of Staff

1. The MAT Co-ordinator

- Analyse data - KS2 results and GCSE performance of MAT cohort
- Support departments in identifying MAT cohort
- Deliver school INSET where appropriate
- Collate and update Whole School register
- Involvement in cluster activities and training
- Allocate cluster funding
- Monitor and evaluate impact of funding across departments
- Draw up annual Action Plan to include school priorities and allocation of budget
- Support staff where appropriate with Teaching and Learning strategies
- Meet with MAT cluster co-ordinator
- Attend MAT cluster meetings

2. Heads of Department

- Hold the MAT register in their subject area and update, when and where appropriate

- Submit "Learning Plans" to the co-ordinator in order to bid for MAT funding
- Be accountable for allocated funding and provide evidence of it's impact on MAT students
- Ensure all staff in the department are aware of the register and who their MAT students are
- Make sure progress and attainment of MAT students is monitored and appropriate strategies are in place to ensure they achieve their potential

Department Bids

All bids for MAT funding must be given to the MAT Co-ordinator in the form of a Learning Plan. This plan should outline how the bid, if successful, will impact on the attainment of the Most Able and Talented students and how this attainment will be measured, monitored and evaluated.

At the end of the cycle, before fresh bids are made and new monies allocated, departments are asked to evaluate the effectiveness of their provision for MAT students in their area, giving examples of individual students and where and how resources/activities have had an impact on learning.

Outside Agencies

- Cluster Co-ordinator meetings
- Contracts with LEA Advisory Teachers

Provision for KS4 MAT students:
See Aim Higher Action Plan

Activities and Examples of Best Practice

- Summer Schools
- Challenge Days

- Some of our students are now members of the National Academy of Gifted and Talented Youth and can access a variety of activities and resources

Examples of Best Practice in Subject Areas

Science - "Zoolab" workshops bought in, involved MAT Y6's and our Y7's

English - GCSE MAT students attended "Poetry Live" event

Maths - MAT students attending advanced maths classes at QE College

Art and Design - Bought in Artists in Residence to work with students on jewellery and glass making

PE - Use of Dartfish equipment to enable to video and analyse their own performance to facilitate improvement

VLE activities

Many of these "Best Practice" examples are about subject areas being able to enrich the learning experiences of their MAT students above and beyond what they would access in a normal classroom environment and therefore fit in with Bishop Barrington's belief that "*teaching should inspire and enthuse*" and our vision for "*pupils to become life long learners, developing qualities and skills to provide a springboard for a very successful future*".

Policy approved by Governors on 24th June 2010 (Curriculum Committee)

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