

More Able and Talented Policy

‘Towering Above’



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Introduction

At Tower College, we are committed to providing an inclusive and challenging education for all our students. We recognize that some individuals possess high levels of ability and talent in specific subject areas. This More Able and Talented (MAT) Policy sets out our commitment to identifying, supporting, and challenging these students to maximize their potential and ensure they achieve excellent outcomes. This policy is in line with the expectations set by ISI (Independent Schools Inspectorate).

As a teaching staff we will endeavour to provide our learners with the best start by ensuring there are many opportunities provided for our pupils to reveal their abilities and reach their full potential. We understand it is crucial to embed a climate and culture of challenge in our classrooms and across the school to raise attainment for all. We intend to celebrate the broad range of talents our learners display, both in school and outside of school, to ensure all students recognise their capabilities and raise their aspirations.

Definition of More Able and Talented

Tower College defines More Able and Talented students as those who demonstrate exceptional ability or talent in one or more areas of the curriculum. This may include academic subjects such as English, mathematics, science, IT or humanities, as well as areas such as art, music and physical education. Our identification process takes into account both external assessments and internal faculty observations.

Objectives

The objectives of our MAT Policy are as follows:

1. To systematically identify More Able and Talented students across lower, middle and upper school years across each subject area.
2. To provide a differentiated and inclusive curriculum that challenges and engages these students, allowing them to reach their full potential.
3. To foster a supportive and stimulating learning environment that encourages the development of high-level skills, critical thinking, and independent learning.
4. To ensure effective communication and collaboration between teachers, students and parents to support the progress of MAT students.
5. To monitor and evaluate the impact of our MAT provisions and interventions to continuously improve and refine our practices.
6. To promote equal opportunities and social mobility for all students, creating aspirations for higher education and future careers.

Lower School Identification Process

The identification process in lower school is ongoing and covers both quantitative data and qualitative observations. It includes the following methods:

1. Analysis of national standardized test results, including GAPs, PIRA and PUMA and pupils should be achieving 'Working at greater depth' level.
2. Prior Attainment - Analysis of Autumn, Spring and Summer examinations. Pupils should consistently be achieving working at greater depth across each assessment point.
3. Multiple effort Grades of 4 awarded by the teacher of the subject nominated.

4. Teacher nominations based on in-class observations and completion of subject success criteria. Clear evaluation of student's work too.
5. Coach/ Tutor/Parent nominations based on in-class observations and evaluation of students' work.
6. Coach/Tutor/Parent nominations, accompanied by supporting evidence.
7. Evidence of additional certificates or awards.

Middle and Upper School Identification Process

The identification process in middle and upper school is ongoing and covers both quantitative data and qualitative observations. It includes the following methods:

1. Analysis of national standardised test results, including CAT4 (SAS Score Above 111) and GCSE Most likely Grades 7-9.
2. Prior Attainment - Analysis of January/June assessments/mock examinations.
3. Multiple effort Grades of 5 awarded by the teacher of the subject nominated.
4. Consultation with feeder primary schools, assessing previous performance and recommendations.
5. Teacher nominations based on in-class observations and evaluation of students' work.
6. Coach/Tutor/Parent nominations, accompanied by supporting evidence.
7. Evidence of additional certificates or awards.

In order to qualify for the 'Towering Above' register for an academic subject (such as Maths, English, Chemistry, Physics, Biology, Geography, History, Computer Science, RE, French, and Spanish), the student is required to meet at least three of the following criteria:

1. CAT4 – SAS Score Above 111 (stanine 7-9)*

2. GCSE Most likely Grade predicted between 7-9 (according to CATS Data)
3. Prior Attainment - Grades above the class average in January/June examinations
4. Multiple effort Grades of 5 awarded by the teacher of the subject
5. Teacher nomination - evidence of high-quality work assessed by the teacher

*Please note, if student has a CAT4 score above 111, they are automatically placed on the 'Towering Above' register, regardless of other criteria achieved.

The Towering Above Programme also caters to students with outstanding talents in Physical Education (PE) and Art. For these creative and physically gifted individuals, the criteria include:

1. Prior Attainment - Grades above the class average in January/June examinations
2. Multiple effort Grades of 5 awarded by the teacher of the subject
3. Evidence of additional certificates/awards
4. Teacher nomination - evidence of high-quality work assessed by the teacher
5. Coach/Tutor/Parent nomination - supporting evidence

Provision and Differentiation

To meet the needs of our More Able and Talented students, we provide the following provisions and differentiation strategies:

1. High-Level Thinking and Problem-Solving: Teachers incorporate challenging tasks and open-ended problems within the curriculum to promote critical thinking and problem-solving abilities.
2. Curriculum Compact and Choice: For students who excel in a particular subject, the curriculum can be compacted to allow them to progress at an accelerated pace. Additional choices, such as enrichment or extension activities, are also offered to provide depth and breadth of learning.

3. **Enrichment Opportunities:** We offer a range of extracurricular activities, clubs, competitions, and visits that further develop and showcase students' abilities and talents.
4. **Collaboration and Networking:** We encourage MAT students to collaborate with their peers, both within and outside the school, to facilitate the exchange of ideas and foster intellectual stimulation.

Roles and Responsibilities

To implement and monitor the MAT provisions effectively, the following roles and responsibilities have been established:

1. **'Towering Above' Lower School Coordinator:** Responsible for the oversight and coordination of the MAT provision, reviewing identification processes, and collaborating with subject leaders in lower school.
2. **'Towering Above' Middle and Upper School Coordinator:** : Responsible for the oversight and coordination of the MAT provision, reviewing identification processes, and collaborating with subject leaders in middle and upper school.
3. **Subject Teachers:** Identify, differentiate, and provide appropriate challenge within their subject areas, ensuring MAT students' needs are met.
4. **Senior Management Team:** Support the MAT provision and monitor impact.
5. **Parents and Guardians:** Collaborate with the school, providing information and support to enhance the learning experience of their MAT children.
6. **MAT Students:** Take an active role in their own learning, actively seeking challenges, engaging in project work and enrichment activities.

Monitoring and Evaluation

To ensure our More Able and Talented provisions are effective and aligned with the expectations set by Independent Schools Inspectorate, we will undertake the following measures:

1. Regular reviews of student progress and attainment, both individually and collectively, focusing on closing any attainment gaps.
2. Internal monitoring and evaluation of MAT interventions, taking into account student and teacher feedback, to inform future improvements.
3. Collaboration with external agencies, educational specialists, and organizations to benchmark our practices against best practices in the sector.

Conclusion

Tower College is committed to providing a nurturing and challenging environment for our More Able and Talented students. Through the implementation of this comprehensive MAT Policy, we strive to create a culture of excellence and support these students in achieving their highest potential. This policy will be reviewed annually to ensure its continued effectiveness and alignment with the expectations of ISI.