



The Thomas Adams School

Policy Statement

Most Able and Talented

Updated August 2022

Reviewed by Governors

Intent

At Thomas Adams School we are committed to providing high quality education for all our pupils.

We believe a rich, challenging and stimulating curriculum will benefit all pupils and allow full potential to be met.

We recognise that pupils should be educated in a way that enables them to achieve at their highest level and inspires them to adopt an apprenticeship approach to learning that goes beyond just exam success.

The recognition and meeting of the needs of able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aim

To ensure that all Most Able and Talented (MAT) pupils are challenged and supported to reach their potential.

Objectives

- To ensure that all MAT pupils throughout the school, including disadvantaged MAT pupils, make good progress.
- To ensure that all MAT pupils, including disadvantaged MAT pupils, achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of MAT pupils.
- To provide challenging teaching that stretches and inspires MAT pupils.
- To accurately assess and track the progress of MAT pupils so that focused interventions can be used where necessary to support progress.
- To support MAT students with their next destinations by promoting academic and vocational destinations.

Definition and Monitoring Process

Students that gain “Most Able” status must meet the following criteria at key points of their educational pathway.

Transition Identification – Most Able

Based on the following KS2 Data, Year 7 students will be identified as “Most Able” if their KS2 Prior data is above 110.

We will look to track these students throughout the key phases at the school monitoring their attainment and progress.

Key Stage 3

The Year 7 – 9 reporting system uses ‘flight paths’ which have been designed by each subject and are linked directly to students KS2 results in English and Maths and consequently the progress that the Subject Leader believes is made over the 5 years. The flight path ‘end point’ - the KS4 results in Year 11, has been designed to match the average national expected grade that has been historically achieved with students in the same KS2 grade bracket in each individual subject.

The flight path is then tracked back to the start of year 7, with incremental target grades throughout the years, (twice yearly- December and July) allowing us to compare common assessment (CA) grades to the appropriate target grade and consequently accurate measure progress at each tracking point.

Common Assessments (CAs)

Throughout the year, students will complete 'common assessments' (CA's). These are internally moderated and graded using the GCSE grading criteria on the most relevant specification. The assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and link to a grade in that area of work. It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full GCSE grade, it acts as an indicator to show where a student is 'working at' in a particular area of the subject.

(Assessment, Recording and Reporting Policy Statement, 2022)

Students' attainment will be reviewed during "data capture" points allowing a fluid movement of "Most Able" students based upon current attainment to allow a fluid movement of Most Able students. This information will be shared with staff to aid planning for stretch and challenge in the classroom and targeted enrichment.

Covid 19 Measure:- Due to the lack of KS2 data, baseline assessments in English and Maths along with spelling and reading will be used to identify most able in Year 7 cohort of 2021, these students will be subject to reviews during their duration at the school.

Key Stage 4

G.C.S.E. targets are set at the start of Year 10. These are generated from Sisra Analytics to ensure the target grades are the most suitable for each individual student for each individual subject.

Where pupils do not have KS2 scores, we use 'best fit' target setting, based upon initial assessments of pupils' English and Maths ability upon entry to Thomas Adams along with Sisra Analytics intelligent software comparing data to the national average for each subject.

Targets will be reviewed annually based upon the latest G.C.S.E. cohort's results to ensure that all students are at least being targeted to make positive progress.

These 'external targets' will be entered into our tracking sheets. No targets are lowered beyond the 'external targets' set by the school. If a teacher wishes to increase a target for a student, then a consultation will take place with all concerned.

(Assessment, Recording and Reporting Policy Statement, 2022)

Students that fall within the top 10% average point scores after each data capture point will be placed on the "Most Able" list and will be monitored over and reviewed compared to others. This will allow students to be recognised for their talents and giftedness across a range of subject areas. This information will be shared with staff to aid planning for stretch and challenge in the classroom and targeted enrichment.

Key Stage 5

In Year 12 Most Able students are initially identified using GCSE average point scores. This cohort will be monitored as more assessment data becomes available.

When more data is available, this list is fine-tuned so that individual subjects can identify which students have particular strengths in their area. This is cross referenced with the group already identified and refined accordingly.

Those who did not sit GCSE examinations will be identified by subject teachers, informed by internal assessment data. This information will be shared with staff and mentors to aid planning and IAG in mentoring sessions as well as targeted enrichment.

Refer to Assessment, Recording and Reporting Policy Statement 2022 for further guidance.

Talented

Students that achieve SA in KS3 in practical based subjects, have gone on to excel outside of the classroom and gained external recognition for their achievement can be recommended by teacher nominations to be classed as “talented.” This would lead to them joining their academically achieving peers as part of our MAT students.

Curriculum

As part of the curriculum offer and teaching ethos at Thomas Adams School the following provision is present that is academically rigorous, intellectually stimulating and sufficiently flexible to meet pupils’ educational, social and emotional needs:-

- The provision of a challenging curriculum where tasks are appropriately differentiated and personalised
- Targeted Mentoring
- Appropriate setting
- Targeted CEIAG
- Extension and Enrichment

Teaching

All most able pupils are stretched through challenging teaching in the following ways:

- grouping of pupils within the classroom
- teaching that unpicks the deep structure of problems
- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and ability to connect beyond immediate context
- tasks that encourage extension and synopsis
- opportunities and resources for pupils to access knowledge at the next level up
- study of methodology
- unscaffolded tasks
- Socratic questioning
- convergent and divergent thinking.

Tracking and intervention

This monitoring and tracking approach is seen as an on-going process supported by both formative and summative assessment that aims to provide:-

- Up to date assessment information on MAT pupils for staff
- Effective planning to stretch and challenge pupils in and out of the classroom
- A proactive approach to underachievement
- Targeted specific interventions to meet the needs of the MAT pupils

Out of School Hours Achievement

Pupils are encouraged to report any success they achieve out of school hours to relevant Subject Leaders that allows specific opportunities and possible funding to be targeted.

Provision

As part of MAT students' personal development, they will be involved with CEIAG sessions by the University of Chester on study skills and future destinations. Once MAT students reach Year 11, they will become part of the Aspire group (Programme in Appendix) which focuses on raising student aspiration through sessions on CEIAG, the psychology of learning and on extra-curricular opportunities. A MS Teams group will also be set up to support with the programme's delivery.

Building aspiration

We ensure that our most able pupils are prepared to achieve their ambitions in the following ways:

- A personalized approach adopted by understanding the needs and issues of young people in different groups, targeting and differentiating carefully as a result, as well as providing ongoing advice.
- Provide good careers guidance that is distinctive to the needs of individual pupils – this shapes the overall strategy of the school. Strive to ensure impartiality in IAG that works in the long-term interest of the individual pupil. Ensure that, as early as possible, pupils understand the range of careers paths that are available and qualifications/experiences required to achieve these choices.
-
- Aim for well-qualified, experienced personal advisers and teachers who can deliver a wide range of high-quality CE activities and IAG.
- Ensure that all pupils are aware of out of school opportunities that could help them with their career aspirations.
- Offer opportunities to develop entrepreneurial skills for self-employment.
- Create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving (employability skills).
- Sustained and varied contacts with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals that will motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.
- CE/IAG is integrated in the wider curriculum via Subject Areas and PSHE to allow clear pathways to further education and employment to be identified by the pupils.
- Pupils are exposed to STEM opportunities so that they can understand the diverse selection of professions available in these Subject Areas.
- High attaining pupils are supported to make informed choices about whether to aim for university (including Russell Groups) or an apprenticeship as an equally high calibre and demanding route into employment and higher education.
- Embed a Works Experience Programme that meets the needs of the individual pupils and provides enriching experiences that raises aspirations.
- Creation of a Careers Fair that is multi-faceted in terms of career pathways and provides clear IAG on individual professions. This should be accessible to both KS3 and KS4 pupils.
- Engage fully with local employers and professional community to ensure “real-world” experiences and opportunities underpin the careers strategy.
- Visits or outreach programmes for colleges, universities and workplaces to be provided to help pupils make informed decisions.

- A range of internal support and IAG including mentoring, assemblies, parental meetings etc. that is tailored to the needs of the individual pupils will ensure appropriate choices are made based on prior attainment and aspirations.

Roles and responsibilities

The **Assistant Headteacher** will:

- create a database of MAT pupils during HT1.
- monitor and track the progress of most able pupils and the progress of key groups within MAT cohort
- work with departments and pastoral staff to put in place appropriate interventions for MAT pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of MAT pupils are narrowing
- monitor and track the appropriateness of the curriculum and destination choices of MAT pupils
- coordinate the provision of enrichment opportunities for most able pupils
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for most able pupils
- work with the relevant staff to ensure that the teaching of most able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of most able pupils
- Keep staff informed of research, good practice and resources on effective teaching of MAT pupils.
- Report performance of most able and provision to link governor during standards review.

The **Subject Leaders** will:

- Monitor the progress and provision of pupils registered in specific curriculum area
- Ensure schemes of learning and planning contain appropriately challenging tasks and learning opportunities
- Provide appropriate resources to stimulate and extend thinking
- Provide clear criteria for identification of “Gifted” and “Talented” pupils in their curriculum area
- Collecting examples of exceptional work
- Provide curriculum intervention where necessary

The **Classroom Teacher** will:

- Ensure most able students are set appropriately challenging tasks and learning opportunities in the context of challenge for all
- Aware of and monitor and track progress of MAT students and provide intervention when required
- Understand pupils’ individual learning styles
- Be able to report progress to relevant stakeholders e.g. parents/carers
- Seek support and guidance if required.

Evaluation of Provision

The following “measures of impact” will be used to accurately assess the “Aspiration and Challenge” provision:-

- Checks of schemes of learning and extension resources
- Mentoring
- Post 16/18 destinations of students
- Lesson observations
- Parents’/Carers’ views
- Feedback on extra-curricular achievements
- Feedback from SLT departments line managers
- Department Quality Assurance systems e.g. monitoring weeks, SLs review, Line Management
- External providers

➤ Progress 8 and Attainment 8 analysis

Appendix 1 – Aspire Group Delivery Programme

Date / Year Group	Delivery
1. Thurs 9th June – Year 10	IGGY Outline – Outline
2. Thurs 15th September – Year 11	Futures/Options. How can Thomas Adams can support you I your Careers choices (JDH)
3. Thurs 22nd September	Adams College Open Day Introduction
4. Thurs 29th September	Extra-Curricular Opportunities
5. Thurs 6th October –	Adams College Open Evening Feedback / Questions you would want answered? Subjects of interest- take a straw poll of popular subjects.
6. Thurs 20th October	Meet the 6 th Form – Q&A / Mentoring (LJA) 6 th form students to speak about 6 th form
7. Wednesday 9th November	Science of Learning Session 1
8. Thurs 1st December	Science of Learning Session 2
9. Friday 9th December	Science of Learning Session 3

10. Thursday 12th January	Iggy Session Review and using Xello to search careers
11. Thursday 26th January	University V other options
12. Friday 3rd February 2023	University of Chester Talk
13. Thursday 16th February	Oxbridge Talk
14. Thursday 9th March	Mental Health Support and exams
15. Thursday 23rd March	Dealing with Stress
16. Thursday 20th April	Changing world of employment
17. Thursday 4th May	Revision Techniques
18. Thursday 11th May	Review of IGGY Programme