

EHTM Pre-Prep More Able and Talented (MA&T) Policy

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Rationale

At Eaton House the Manor Pre-Preparatory School, we believe that every pupil should be given the resources and opportunities to reach his full potential. We acknowledge that amongst our pupils there will always be those who have particular abilities and / or talents in one or more areas – more able and talented (MA&T) pupils – and we recognise the importance of offering appropriate challenge and stimulation across the curriculum to ensure their strengths are developed and their abilities valued and celebrated.

Aims

Eaton House the Manor Pre-Preparatory School aims:

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people;
- To nurture each boy's gifts and talents, enabling them to access a wide range of future opportunities;
- To care for every boy, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals;
- To embed a culture that promotes a love of learning, where every boy develops the confidence to embrace new experiences, learn from mistakes and take measured risks;
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

Definitions

The definitions of 'more able' and 'talented' may be open to interpretation, however, in the Eaton House the Manor Pre-Prep, the following broad definitions are used. The school recognises that these definitions may not be appropriate for every school, but this definition results in the identification of about 10% of Pre-Prep pupils as more able and talented.

There may also be occasions when children who may be underachieving (for reasons of dyslexia or other specific learning difficulties) or whose skills and knowledge extend beyond national measures of progress and attainment are identified as being more able.

We identify:

More Able

More able pupils are those pupils whose progress and attainment significantly exceed age-related expectations in one or more subjects in the school curriculum (other than languages, art and design, computing, music, PE and games and drama). In standardised tests they may score 125+.

Exceptionally Able

Exceptionally able pupils as those whose needs go beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum in one or more subjects in the school curriculum (other than languages, art and design, computing, music, PE and games and drama). These pupils may show high abstract reasoning ability and a complexity of thinking. In standardised tests they may score 130+.

Talented

Talented pupils as those who display a natural talent with abilities in languages, art and design, computing, music, PE and games and drama. They may also have abilities in an area not defined by a subject, eg they may show signs of being a talented leader or having well-developed emotional intelligence.

Consideration is given to Howard Gardner's 'multiple intelligences theory', which highlights the following areas of ability:

- linguistic intelligence;
- spatial intelligence;
- logico-mathematical intelligence;
- bodily kinaesthetic intelligence;
- musical intelligence;
- intrapersonal intelligence;
- interpersonal intelligence.

Identification

Identification of a MA&T pupil is not an exact science; there is no effective single test or infallible method of identifying higher ability and / or talented children. At Eaton House The Manor Pre-Prep, we use a range of methods and sources of evidence to identify our MA&T pupils.

We aim to ensure that identification is:

- based on a mix of 'hard' data from standardised tests and assessments and 'soft' data, including teacher recommendation based on examples of work, reference to checklists, contributions in lessons and beyond the classroom and careful record keeping. Observations and recommendations may be made by others in different settings, eg parents, previous school or pre-school, peers, subject specialist teachers and self-nomination;
- a continuous process rather than a 'one-off';
- considers information provided by parents and external professionals.

A pupil who has been identified will be put on the school's MA&T Register. This register is kept in the MA&T folder on the school's network drive, along with other documents relating to MA&T pupils. The register will be updated each term.

All staff are involved in the identification of MA&T pupils by bringing these pupils to the attention of the MA&T Coordinator at staff meetings.

Parents will not be specifically informed that their son has been identified as more able or talented but will be made aware of their son's abilities and talents through the usual parents' evenings and through the report system.

Prompts to aid identification

More able pupils may demonstrate their abilities in the way they understand language choices; summarise succinctly; select evidence; reason and hypothesise; reflect on work; grasp ideas quickly; use correct language and symbols; make connections; visualise shapes and movements; think logically and flexibly; explain their methods and reasoning; pursue abstract hypotheses; work together in an organised and collaborative way; use intonation and visual aids; build complex ideas in discussion, and compare and evaluate alternatives.

Above Average Pupil	More Able Pupil
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has 'out of the box' ideas
Works hard	May play around, yet tests well
Answers the questions	Discusses in detail, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Often prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good at memorising	Good at guessing

More able pupils may not always reflect their ability in a positive way. They may:

- display disruptive or withdrawn behaviour;
- show intense boredom in the face of repetition or reinforcement;
- find it difficult to maintain or build relationships due to mature intellectual level;
- try to conform by acting immaturely;
- be argumentative or uncooperative;
- resent the restrictions of the timetable if they are immersed in a task;
- be reluctant to record things as they see no purpose in doing so.

Monitoring and Management

The MA&T Coordinator and Headteacher are jointly responsible for coordinating the provision and practice with the school for MA&T pupils. Several strategies are in place to ensure the management of the provision, including:

- monitoring the provision of the MA&T programme to ensure practice is constantly improving;
- supporting staff in the identification of MA&T pupils;
- monitoring the provision for MA&T pupils and providing up-to-date advice and support to staff on teaching and learning strategies for these pupils;
- ensuring ongoing monitoring of the progress of MA&T pupils;
- maintaining a MA&T register;
- setting specific targets for all pupils on the MA&T register;
- reviewing the MA&T Policy annually.
- reviewing and evaluating the effectiveness of the policy;
- reviewing standardised test results and planning procedures each term, in conjunction with Year Coordinators and the Assessment Coordinator;
- keeping details of any in-service training undertaken;
- obtaining feedback from subject coordinators after staff lesson observations and work scrutiny sessions;
- deciding strategic priorities and writing an MA&T plan for the following academic year;
- obtaining feedback from parents and children;
- attending relevant courses and training days and seeking guidance from external specialists, consultants, guest speakers and trainers;
- keeping a file and other resources*;

***Resources**

A selection of reference books, games and other resources is kept by the MA&T Coordinator. He or she also keeps a file with up-to-date documentation and lists of practical ideas and websites.

Provision

Eaton House The Manor Pre-Prep offers a carefully planned, well-structured curriculum that caters for a wide range of abilities. Planning ensures that all pupils' needs are met and that resources are directed at fulfilling their potential, including latent ability or talent. Our aim is to provide a stimulating learning environment in which MA&T pupils may thrive.

In the classroom

Strategies which may be used to support MA&T pupils in the classroom may include:

- identifying and specifying the particular needs of MA&T pupils in planning to be able to provide appropriate challenge through high-quality tasks;
- ensuring that appropriate challenges and extension tasks are always available for MA&T pupils; teachers may allow for flexibility to adapt to changing needs / directions to fully encourage enrichment;
- using a range of differentiation techniques: stimuli, resources, tasks, support, outcomes and responses;
- extending pupils' thinking skills through effective questioning, open-ended challenges and higher-order thinking skills activities;
- setting individual pupil targets in dialogue with the pupil;
- encouraging pupils to become active, independent learners by:
 - organising their own work;
 - carrying out unaided tasks which stretch their capabilities;
 - making choices about their work;
 - developing the ability to evaluate their work and so become self-critical;
 - taking ownership of their learning;
 - celebrating individual achievements.

Teachers may:

- teach pupils to think about and to explain how they learn (metacognition);
- place a higher focus on the strategies used to complete a task;
- recognise and help children to develop different learning styles;
- recognise and use mistakes appropriately as opportunities for learning and developing a growth mindset;
- develop peer and self-assessment / informal assessments;

- plan for enrichment and acceleration activities/tasks;
- share planning and strategies for developing MA&T pupils within the school;
- develop cross-curricular links with different areas of learning;
- ensure pupils are self-motivated, independent and resilient;

Provision (cntd)

In the classroom

Teachers may:

- encourage pupils to formulate their own targets;
- emphasise investigative, problem-solving and exploratory approaches;
- develop effective questioning techniques;
- celebrate achievements and talents through assemblies, etc;
- challenge pupils who may feel they are 'top of the class' and do not need to work with effort.

Outside the classroom

We aim to provide:

- a wide range of extra-curricular activities including after-school clubs, choirs, opportunities to perform on stage, etc;
- peripatetic music lessons;
- awards in art, music and sports;
- local and residential trips;
- opportunities for entering competitions;
- encounters with outside agencies and experts.

Memberships

Eaton House The Manor is a member of The National Association of Able Children in Education (NACE) (www.nace.co.uk). NACE is the only dedicated, not for profit organisation, specialising in supporting teachers to provide excellent teaching and learning for MA&T pupils. NACE provides a wealth of resources targeted at engaging MA&T pupils accessible through their website.