



# MORE ABLE, GIFTED AND TALENTED

|                                |   |                         |               |
|--------------------------------|---|-------------------------|---------------|
| <b>Last Review Date</b>        | November 2015                               | <b>Next Review Date</b> | November 2016 |
| <b>Leader of Policy Review</b> | Mrs. J. Cooper, Mr. A. Hodgson              |                         |               |
| <b>Associated Policies</b>     | Assessment, Curriculum, Equal Opportunities |                         |               |

The School aims to develop the curriculum for the More Able and Talented (MAT) students by setting work that extends, offering activities that enrich, and by promoting high attainment and good progress. This is achieved by the use of specific tasks set at a higher level than that for their peers and by higher expectations from common tasks, and is supported by a broad range of extra-curricular activities offered across the full range of subjects and experiences.

The aims for this cohort of students can be identified thus:

- To offer them extended opportunities to explore more demanding work including higher knowledge and abstract concepts
- To develop high order communication, mathematical, thinking and problem-solving skills, and to promote creativity at a higher level
- To encourage independence so that they develop their own broad range of learning styles and become discerning questioners
- To support the pastoral development of students and help them to become positive and effective members of society, knowing when to lead and when to be a team player

The most recent revision of this policy for the More Able and Talented has been undertaken with reference to the criteria contained within the NACE Challenge Award, as that reflects the aspiration of the school to provide opportunities for its students at all ability levels.

## PROCEDURES

Each department strives to provide learning opportunities that stretch the more able and talented within its overarching objective of providing learning opportunities across the ability spectrum. Each subject will identify its MAT students using a mixture of observable criteria and data relating to performance in tests/examinations.

Subject teachers are expected to keep records of the attainment and progress, including MAT students, and to report on their progress. Heads of Department will monitor the attainment and progress of all students, and any concerns regarding the progress of the more able will be reported to the MAT Coordinator.

The School will maintain a register of MAT students that will be based on those high (or potentially high) achievers in a wide range of subjects. The register will be responsive to review and flexible enough to allow on-going additions each year. The main aim of the register is to monitor the quality of teaching and learning of that ability group. The MAT Coordinator will make an annual audit of progress of this student cohort by using the IEP processes, and present those findings to senior management.

The School is committed to developing the quality and range of its provision through appropriate activities to support all potential talent. This provision will focus on developing the depth, breadth and pace of opportunities for students through the use of a range of learning styles and teaching approaches across the curriculum. The school will make use of its procedures to involve parents and carers in reporting progress on activities for MAT students, and through those activities will also look for opportunities to extend links with the wider community.

The School will remain responsive at all times to the latest appropriate initiatives and actively seek out ways of improving its provision. The MAT Coordinator will ensure that activities designed to develop staff expertise are made available, and that additional opportunities for students are continually developed.

Above all, the policy for MAT students will be integrated with other school policies in order that provision for all students is enhanced, and so that access to initiatives are always open to those students able to benefit from them and not exclusively to those already on the MAT register.

## FORMAL CURRICULUM

What follows is a summary curriculum map indicating just some of the other ways in which departments in the school make their own contribution to developing the more able, gifted and talented.

| Key Stage 3       | Brief Description of Curriculum Content   |
|-------------------|---|
| English           |   |
| Mathematics       | UKMT Junior Challenge, Year 7 visit to Chester University.  |
| Science           |   |
| Cymraeg           |   |
| Geography         |   |
| History           | Links with National Library/Museum of Wales, workshops for MAGT, Horrible Histories, Year 9 Battlefields visit.   |
| R.E.              | Variety of classroom activities (see dept)  |
| MFL               |   |
| Food and Textiles | Projects in Food Science based on Molecular Gastronomy. Detailed analysis using ACCESSFM. Use of research on existing products to plan own project work. Use of free embroidery water soluble products. |
| Product Design    | Airbus Challenge for Year 9, Rotary Club Challenge for Year 8. STEM lunchtime and after-school club.  |
| Computing and ICT | MAGT students given opportunity to develop advanced database skills including customized searches. Year 9 MAGT students can take additional qualification in Computing.                                 |
| Music             | Extensive variety of concerts for MAGT students to participate in.  |
| Art               | MAGT students have work exhibited at Theatr Clwyd, schemes of work promote higher order work  |
| Expressive Arts   |   |
| P.E.              |   |
| PSE               |   |

| Key Stage 4            | Brief Description of Curriculum Content  |
|------------------------|--|
| English                |  |
| Mathematics            | UKMT Intermediate Challenge, Year 11 Additional Mathematics qualification, accelerated entry for GCSE and early entry for Advanced Level.                                  |
| Science                |  |
| Cymraeg                |  |
| Geography              |  |
| History                | Differentiated GCSE resource booklets, Debating teams.   |
| R.S.                   | Visits to mosque, visiting speakers inc. Arab/Israeli conflict. Sociology entry for able full course students.   |
| MFL                    |  |
| Business and Economics | Students given the opportunity to develop their skills through differentiated tasks and also take GCSE Short Course Economics as enrichment.                               |
| Food                   | Use of molecular gastronomy and manipulation of materials. Visit to Tate and Lyle looking at specialist ingredients for food production.                                   |
| Textiles               | Silk painting, fusible fabrics, free embroidery. Use of smart materials and fabrics. Use of technical threads to activate light and colour (positronic threads).           |
| Product Design         | Hovercraft activity, British Army STEM activity, Crest Awards.   |
| Computing and ICT      | MAGT students develop higher order programming skills and take part in projects using Peko boards and Raspberry Pi, as well as explore the requirements of A Level course. |
| Music                  | Extensive variety of concerts for MAGT students to participate in. Small ensemble concert work and mentoring of younger students in junior ensembles.                      |
| Psychology             | Classroom extension tasks, targeted activities/revision for MAGT students. Take part in A Level and university activities.   |
| Art                    | MAGT students have work exhibited at Theatr Clwyd, workshops for MAGT students inside/outside school, early entry GCSE, lunchtime development sessions.                    |
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|                        |  |
|                        |  |

| <b>Post-16</b>         | <b>Brief Description of Curriculum Content</b>   |
|------------------------|--|
| English                |  |
| Mathematics            | UKMT Senior Challenge.   |
| Science                |  |
| Cymraeg                |  |
| Geography              |  |
| History and Politics   | Debates and competitions, high level reading for MAGT students.  |
| Politics               |  |
| R.S.                   | Access to library of extension reading.  |
| MFL                    |  |
| Food                   | Use of molecular gastronomy and manipulation of materials. Visit to Tate and Lyle looking at specialist ingredients for food production.   |
| Textiles               | Tailoring of garments to professional standard. Use of specific skills to produce corsetry products. Use of CAD/CAM.   |
| Product Design         | Education Engineering Scheme Wales. Visit to Centre of Alternative Energy. Use of CAD/CAM for environmentally-friendly architecture.   |
| Computing and ICT      | MAGT students provide with opportunities to develop through enrichment visits (see dept)   |
| Art                    | MAGT students have work exhibited at Theatr Clwyd and take part in North Wales Open, visiting artists, flexible use of rooms for MAGT including personalized materials.                        |
| Health & SC            |  |
| Law                    |  |
| Business and Economics | Students provided with opportunities to go on enrichment activities (see dept) to develop skills and understanding. Evaluation skills of MAGT students developed through differentiated tasks. |
| ICT/Computing          |  |
| Music                  | Extensive variety of concerts for MAGT students to participate in. Small ensemble concert work, mentoring of younger students in junior ensembles accompanying soloists.                       |
| PSE                    |  |
| Geology                |  |
| Psychology             | Visits to university departments, visiting speakers into school, attend conferences, applications for scholarships, extension materials and activities.  |

More extensive information is contained within departments.