

Belong. Aspire. Achieve.



More Able and Talented Policy

2025-2027

Reviewer:	Olivia Vale
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Next Review:	Jan 2027

At Eggar's School we believe that all learners need to be provided for appropriately and challenged to develop their academic abilities and their talents to their full potential. We recognize that each student has individual learning needs, including our most able and talented (MAT) students, and we actively promote individual responsibility amongst students to take ownership of their learning and progress through our school culture of The Eggar's Way and our School Values, 'Belong, Aspire, Achieve'. These values lie at the heart of our academic and pastoral curricula and what we expect of our students.

Studies conducted by the Education Endowment Foundation suggest that metacognition (an individual's conscious awareness and regulation of their thought processes) can add up to eight months progress to a student's learning. All students are encouraged to adopt metacognitive approaches to their studies, with our MAT students given additional guidance on strategies they can use within lessons to stretch themselves and deepen their learning.

Our Aspire Programme is designed to enable all students to realise their potential and open doors to possibilities they may not have considered before. This is through staff conducting specialist EE clubs, the Aspire Lead providing a programme of Guest Speakers and monitoring and mentoring MAT students.

How do we identify our most able and talented learners?

The school takes a holistic approach to the identification of MAT students: we use a range of measures to identify our academically most able students in the core subjects of English, Maths and Science:

- Standard Assessment Scores (SATS) of 110+ in either English or Maths (All years)
- Cognitive Ability Test (CAT) scores of 129+ in one test or an average of 126 across all tests (Year 9 – 11)
- Granada Learning (GL) scores of 120+ in either English or Maths (Year 9 – 11)
- New Group Reading Test (NGRT) scored reading age of 17+ (Year 7 – 8)

These criteria are supplemented by teacher feedback based on the principles of individual subject identification recommended by the National Association for Challenge in Education (NACE). We also use the NACE guidelines to inform the identification of our Most Able and Talented students in each of the non-core subjects that we teach. This means that, in addition to our core subject register, we have MAT student registers for each individual subject to ensure that every child is known. This enables teachers to set and monitor appropriate progress, targets, and offer enrichment opportunities for those students with particularly high potential in that subject.

How do we meet the needs of our most able and talented learners?

An important school priority is to ensure that "Every Child is Known". Teachers are aware of who the MAT students are in their classes and have annotations on seating plans. Stretch and challenge is a focus of CPD and best practice is shared amongst staff.

Support is an important part of meeting the needs of our students. We will work with our students to promote a healthy attitude to work and managing their wellbeing. We carry out Student Voice, so they feel heard, offer mentoring and drop-in sessions for students to talk about any worries and share ways to feel prepared and relaxed.

At both Key Stage 3 and Key Stage 4, our curriculum is designed to meet the needs of all our learners, including our MAT students. Our curriculum is planned to provide opportunities for personalisation and choice so that all learners can achieve to their full potential. Interdisciplinary projects and studies stimulate our MAT students to make links between different aspects of their learning. This is reflected in our homework policy where, at Key Stage 3, they carry out a variety of homework styles. 'Project-style homework' is set by some practical subjects to provide students with the opportunity to develop a substantial piece of work over an extended period. Core subjects set weekly tasks to enable students to work to faster deadlines and go further in their current learning. All subjects will set revision homework prior to assessment to develop independent study to allow them to be more independent and discover which revision style is appropriate for them with the support of knowledge organisers. Curriculum leaders work with their teams to evaluate the impact of our curriculum for our most able and talented learners, and they use this evaluation process to make innovations designed to enhance the opportunities for our MAT students.

Within the individual classroom, teachers support MAT students by matching tasks, activities and resources to their needs. High expectations are set, and class teachers monitor closely the progress of students, adjusting approaches to curriculum delivery to meet their evolving needs. Teachers share information and best practise with colleagues to support the progress of our most able learners across the curriculum. Additional monitoring of progress is conducted by the school's Aspire Lead, who reviews student progress against targets on a regular basis and works with teachers to ensure that MAT students achieve to the maximum of their potential.

The school's Aspire Lead works with all teaching staff to identify the most able and talented learners in each subject area, maintaining and regularly updating the central register of MAT students. The Aspire Lead is responsible for continuously developing their knowledge and understanding of effective teaching of most able learners and sharing research and best practice with the staff body. The Aspire Lead is also responsible for monitoring and developing the school's enrichment offer to its MAT students, and for reporting to the governing body on the school's provision for its most able learners.

How do we enrich the educational experience of our most able and talented learners?

Through our Eggar's Experience programme, we offer all students in the school an excellent range of enrichment opportunities, running over 50 different clubs each month, from Minecraft to Eco Club, from concert band to pet therapy. Our most able mathematicians have the opportunity to study an additional GCSE in statistics, our most able public speakers participate in debating competitions such as the Rotary Club's national Youth Speaks event, *and we have specialist student 'Leader' programmes in Sport, Computing, Modern Foreign Languages, Science and Maths.* Our Aspire Programme attracts speakers from universities and the business world, giving our students the opportunity to hear from expert researchers and professionals. Our close links with local colleges provide our most able learners with the chance to attend masterclasses across the full range of subjects they study, as well as gaining insight into some of the additional courses on offer at 'A' level such as photography and architecture.

We participate in programmes designed to stretch and challenge our most able learners, such as The Scholars Programme run by the Brilliant Club. This enables learners to experience University style teaching and grading as well as visiting the country's top Universities in order to give them an insight into the education they can go on to achieve.

Working in partnership with parents

We value parental involvement and will speak to families of our MAT students, as well as providing information in our “How to support your child events” at the beginning of the academic year. We believe wholeheartedly in the home-school partnership as central to ensuring that our most able and talented learners fulfil their potential during their time at Eggar’s School.

We look forward to working with you to engage our learners with all the stretch and challenge opportunities that Eggar’s has to offer.