



SHERFIELD SCHOOL

More-Able and Talented (MAT) Policy

This policy applies to pupils from Reception to Year 13

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School setting

Sherfield School is a co-educational non-selective independent school for pupils of the age of 3 months to 18 years. Some of the students are boarders. At Sherfield School, we aim to provide a broad, balanced and relevant curriculum, which provides sufficient challenge to all of our pupils, regardless of their ability. We are committed to providing an environment that encourages all pupils to develop the knowledge, skills and understanding and attitudes they need to achieve their full potential.

Leadership

Provision for more-able and talented (MAT) pupils is the responsibility of all teaching staff at Sherfield School, although the whole-school coordination of provision is overseen by Rebecca Seamark, Assistant Headteacher. Within each phase of the school, we also have MAT coordinators, who oversee provision and support for more-able and talented children in a specific phase or department.

Responsibilities of the **whole-school MAT Coordinator** include:

- Ensuring day-to-day operation of the school's MAT Policy
- Compiling and managing the MAT register
- Leading the NACE Challenge Award application
- Liaising with class or subject teachers regarding the needs of individual pupils
- Ensuring appropriate training is provided for teachers through the INSET programme
- As part of the Senior Leadership Team, reviewing the quality of teaching and strategies used by teachers to support more able pupils through the Quality Assurance process

Responsibilities of **phase and department MAT Coordinators** include:

- Ensuring appropriate provision is made for more able pupils in their department and/or phase
- Supporting teachers in planning appropriate programmes of work in their department and/or phase
- Reviewing the identification procedure, monitoring progress and record keeping

Beliefs and values about MAT pupils

We recognise that every pupil is an individual with his or her own strengths and weaknesses, abilities, and talents. However, within this range of individuality, we recognise that there are pupils who are more able in one or more fields. These fields include global intellectual ability, specific academic ability, social skills, leadership ability, creative ability, musical ability, sporting ability or ability in the performing arts. At Sherfield School we believe that academic and non-academic ability is not fixed and can be developed and discovered over time with the expert guidance of our staff.

Aims

At Sherfield School we aim to provide:

- An appropriate education for each pupil
- Opportunities to work at higher levels than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child; socially, emotionally, physically and intellectually

Objectives

To meet the needs of our more-able pupils, we:

- Operate a whole-school approach to identifying and providing for more-able pupils
- Challenge and extend pupils through the work that we set them.
- Encourage pupils to think and work independently
- Work with other agencies that may help the development of more-able children.
- Support the continuing development of staff in ensuring they meet the needs of more-able pupils
- Provide a MAT Coordinator who updates and oversees implementation of the MAT Policy

Definitions

There is no accepted Intelligence Quotient above which a student would be considered more-able. At Sherfield School, we use the terms 'more-able', 'exceptionally-able' and talented to refer to pupils who demonstrate ability above age related expectations.

More-Able	Refers to pupils who demonstrate, or have the ability to demonstrate, academic abilities which significantly exceed age-related expectations.
Exceptionally able	Refers to pupils who demonstrate, or have the ability to demonstrate, extremely high levels of academic ability compared to their peers.
Talented	Refers to pupils who demonstrate, or have the ability to demonstrate, practical abilities which significantly exceed age-related expectations.

Identification

At Sherfield School we adopt a comprehensive approach to identifying more-able pupils, which is appropriate to their age. We recognise that some pupils are globally more-able, whereas others may have a specific academic aptitude or talent, which is supported by the multi-layered criteria we use to identify more-able pupils throughout the school.

At Sherfield School, more-able and talented pupils are identified through:

- Standardised Assessment Scores (CAT4 and Progress Tests)
- Teacher observation and nominations for subject specific abilities and talents
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination, which is useful in revealing high achievement in non-school based sport/activities

EYFS

The following indicators are used to help identify **more-able** pupils in the EYFS phase:

- Great curiosity and desire to explore the world around them
- Working well above age level in ability, possibly even self-taught
- Extensive vocabulary and early reading ability
- Showing special abilities in areas such as problem solving, art, music or mathematics
- Unusually attentive and able to concentrate
- Advanced motor and coordination skills

Years 1-3

The following indicators are used to help identify **exceptionally-able** pupils in Years 1-3:

- Reading SAS of 125+
- Literacy: English Progress Test SAS of 125+
- Numeracy: Maths Progress Test SAS of 125+

The following indicators are used to help identify **more able** pupils in Years 1-3:

- Reading SAS of 115-124
- Literacy: English Progress Test SAS of 115-124
- Numeracy: Maths Progress Test SAS of 115-124

Years 4-13

The following indicators are used to help identify **exceptionally able** pupils in Years 4-13:

- CAT4 scores of 126 or more in three or more categories, with a mean score of 122 or above (verbal scores are not included in the mean score for EAL pupils)
- Grade 9 or above in best eight GCSE subjects

The following indicators are used to help identify **more-able** pupils in Years 4-13:

Global ability

- CAT4 scores of 115-124 or more in three or more categories, with a mean score of 122 or above (verbal scores are not included in the mean score for EAL pupils)
- Grade 7 or above in best eight GCSE subjects
- Teacher nominations in six or more subjects

Specific ability or talent

- Progress Test SAS of 115-124 in Reading, English, Maths or Science
- In Y12 - 13, Grade 7 or above in best 8 subjects
- Teacher nomination based on subject identification criteria (see www.sherfieldschool.co.uk/MAT)
- Parent or peer nomination

Whole school approach to MAT provision

Sherfield School takes a whole school approach to the provision for MAT pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential. Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Sherfield School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be.

Classroom provision

In all phases of the school, teachers are required to have available differentiated tasks and activities, to ensure that the depth and complexity of material provides sufficient challenge for all pupils. Learning activities are differentiated by:

- Varying the task so it is more demanding, challenging or stimulating
- Setting an open-ended task so a pupil performs at a higher level by outcome
- Providing extension activities which provide opportunity for higher order thinking skills
- Using open-ended questions to deepen understanding
- Grouping by ability
- Providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Sherfield School, pupils are set by ability in GCSE Mathematics and English. Differentiation is still be used within a set, to ensure that learning for the most-able pupils is more demanding and challenging.

Thinking skills

Thinking skills enable pupils to turn experience into learning. They focus on developing an understanding of 'how' to learn rather than just 'what' to learn. At Sherfield School, thinking skills are not an addition to the curriculum but are embedded in all subjects in the curriculum. Examples of thinking skills include:

- **Information processing skills**, which enable pupils to interpret and analyse information to show their understanding of concepts and the relationships that exist between these concepts
- **Enquiry skills**, which enable pupils to ask relevant questions, pose and define problems, plan how to test their predictions and analyse the data collected
- **Reasoning skills**, which enable pupils to justify their opinions with reasons and/or evidence, draw inferences and make deductions
- **Creative thinking skills**, which enable pupils to generate and extend their ideas, suggest possible hypotheses and apply imagination to their thinking
- **Evaluation skills**, which enable pupils to judge the value of what they hear, read and do, develop criteria for judging their own and other's work and develop confidence in forming their own points of view

Enrichment opportunities

The ethos of enrichment at Sherfield School centres around the school's motto – Ad Vitam Paramus - Preparing for Life. Pupils choose from a wide range of activities in consultation with their parents at the Enrichment Fair, which takes place at the start of the academic year, with staff on hand to offer guidance and support. Throughout the year pupils to track their progress and work towards achieving the Bronze, Silver, Gold and Platinum AVP Awards. Activities available in the Enrichment programme, fall into three categories: Accreditation, Volunteering and Practical Skills

- **Accreditation** activities include the Green Flag Award, RHS Gardening, First Aid, Bikeability, Real World Maths, Sports Leaders, the CREST Award and Sports Leadership
- **Volunteering** activities include the Applewood Care Home, Gordon Brown Centre, Community Arts Projects, Junior Rotary and Global Citizenship
- **Practical** activities include Model UN, Young Writers, Robotics, BSL, Green Power, GEMS X, BSL, Theatre Production, Music Tech, Geocaching and Music Tech

Monitoring progress

Phase and department MAT Coordinators will meet bi-annually to monitor and evaluate the impact of provision on the attainment and well-being of more-able and talented pupils. This will be done by:

- Comparing baseline data with the data collected at the assessment point
- Reviewing pupils' progress in relation to the targets set
- Audit of pupil work through book looks and learning walks
- Sampling of parent and pupil views
- Taking account extenuating factors that may have affected progress
- Analysing the effectiveness of educational professionals and parents working in partnership
- Ensuring provision for each pupil is planned for, reviewed and evaluated regularly

Supporting pupils

At Sherfield School, it is the responsibility of class or subject teachers to identify and support a pupil who is not achieving their potential. For more-able and talented pupils, the following process is implemented to ensure that any additional needs are identified, and appropriate interventions are put into place.

- **Assess:** The class or subject teacher, working with the MAT Coordinator, will talk to the pupil to identify barriers to progress
- **Plan:** In consultation with the parent, pupil and MAT Coordinator, the teacher will identify the interventions to be put in place, as well as the expected impact on progress, along with a review date.
- **Do:** The teacher remains responsible for working with the pupil. The MAT Coordinator will be available to support in the further assessment of implementation of support.
- **Review:** On the agreed review date, the teacher and MAT Coordinator review and evaluate the effectiveness of the interventions and their impact on the pupil's progress, considering the views of the pupil and their parents. The support is revised in light of the pupil's progress and development in consultation with the pupil and parents

Supporting parents

At Sherfield School, we recognise the importance of keeping parents fully informed of their child's progress and any potential barriers to their achievement. This information is shared with parents through progress reports and parents' evenings, although parents may also request to meet or speak to their child's class or subject teacher if they have any specific concerns about their progress

Parents can also find information on key characteristics of more-able children in each subject area, as well as subject-based activities that can encourage their child to participate in outside of school in the MAT section of the website. <https://www.sherfieldschool.co.uk/MAT>

Supporting teaching staff

To maintain and develop the quality of teaching and provision for more-able and talented pupils, all staff at Sherfield School are required to undertake regular training and development through our INSET programme. Sherfield School is also a member of NACE (National Association for Able Children in Education), which offers continuing professional development (CPD) for teachers and school leaders in a wide range of formats, including conferences, live online and in-person courses and workshops, webinars, networking events, bespoke training, school-led research initiatives, school audit tools, on-demand modular courses, and 1-2-1 support.

Procedures for resolving a complaint about MAT provision

This follows the School Complaints Procedure, which can be found at

https://drive.google.com/drive/folders/1XLKxJPqq4-J0QJrh2qhKcG5hijt_GZt

Bullying

At Sherfield School, every student is encouraged to achieve their full potential, regardless of their ability.

The School's Anti-Bullying Policy ensures that every step is taken to mitigate the risk of bullying of more-able and talented pupils. The School's Anti-Bullying Policy can be found at

<https://drive.google.com/drive/folders/1XCMIJ4otjBH9DU829e8VraqJ-H-mZNsN>