



CVC Most Able and Talented Pupils Policy 2024-2025

Committee:	Teaching and Learning
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Responsible Officer:	Eleanor Norman

Introduction and General Rationale

This document is a statement of the aims, principles and strategies for provision for Most Able and Talented (MAT) pupils in Key stages 3 and 4 at Comberton Village College and should be read in conjunction with the Comberton Village College Sixth Form More Able and Talented Policy.

The College aims to develop the full positive potential of every individual pupil in its care and it recognises that this means the full development of the different parts of individuals' lives. It is the duty of the college to provide opportunities, through its mainstream academic and pastoral organisation, to ensure that the skills and understanding of all pupils may progress at an appropriate pace, and we are thus committed to raising the achievement of all our pupils through the use of appropriate personalised learning strategies and pathways.

It is a vital strength of Comberton Village College that it has pupils who display a whole range of abilities and talents. Our definition of ability and talent recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess potential in excess of their current performance.

Since we strive to cater for pupils of all abilities, this must necessarily include a significant number judged to possess 'high' ability in a particular area or several areas. To this end, we have drawn up the following objectives that relate specifically to MAT Provision:

1. To work within our own setting and with other professionals to ensure that Gifted and Talented pupils are identified early and provided for accordingly.
2. To provide opportunities for all pupils to take an active role in their own learning.
3. To encourage an active partnership with parents in their children's learning
4. To offer every pupil the special educational provision they require, so that the continuum of need in the school is matched by a continuum of provision.
5. To provide continuity of learning for every pupil and to use regular evaluation of pupil progress to inform future planning.
6. To co-ordinate support for MAT pupils across the college and undertake regular monitoring and review of our allocation of resources, the provision made for individual pupils and the progress of those pupils identified.

Providing well for able pupils is ultimately an issue of equal opportunities. It should thus be seen as overlapping with the school's Equal Opportunities Policy and also as reflecting the school's provision for pupils with Special Educational Needs. As such, we are committed to taking all reasonable steps to ensure that the inclusion of pupils with identified talents or abilities is not incompatible with the efficient education of other pupils and that their entitlement to a broad, balanced and high-quality education is maintained.



Policy for Identification

We aim to implement a process of identification that is continuous, rigorous, transparent, fair and flexible.

The definition of 'high' ability within this process is wide and encompasses all appropriate pupils in the school.

A range of sources ~~should be~~ is used to identify able pupils as early as possible in different areas. These include:

- (a) Primary School transition information provided by Y6 teachers.
- (b) Objective tests, specifically CATs and KS2 SATs (Year 7) and GCSE/BTEC results (Year 12)
- (c) Teacher identification made in conjunction with subject specific criteria held by individual departments.

In addition to these primary data sources, we may also consider:

- (d) Information from parents
- (e) Clubs, Societies and other relevant external agencies
- (f) Peers, and pupils themselves.

A register of pupils for whom scrutiny of these data sources suggests that they are MAT is created in the autumn term for each new intake of pupils by the MAT coordinator. Separate excel spreadsheets are maintained for each year group, allowing staff to discover which pupils (typically 50-75 per year group) are MAT, and what their qualifying data are. This information is also shared with teachers on Bromcom where they can see at a glance which of the pupils in their classes are MAT.

Departments will keep their own subject specific criteria for the identification of Gifted and Talented pupils and will contribute to their tab of the main register for each year group. This allows us to acknowledge and differentiate between pupils who may be excellent in one area, for example drama, and would benefit from particular encouragement in that area, and those whose CAT results suggest the potential, given the right support, to achieve very highly across many subjects at GCSE. It also enables us to identify pupils who are MAT but didn't achieve highly in their CAT tests or at primary school, as they come to our notice through achieving highly in their subject lessons. The document is intended to enable a continuous process of effective provision within departments through the dissemination of relevant information about the needs of particular pupils. Registers will be reviewed during department meetings at least once during each academic year.

Routine progress reviews, using both qualitative and quantitative data, will make effective use of current, prior, predictive and value-added attainment data to plan for progression in pupils' learning, monitor progress, generate targets and identify pupils at risk of underachievement and inform intervention.



Curriculum Provision

The school curriculum reflects a principle of 'opportunity for all'. As such, it must be capable of serving the needs of able pupils while ensuring that these pupils retain complete access to the full curriculum. We are confident that our current curriculum provision combined with appropriate differentiation has the potential to meet the needs of each individual. However, we recognise that, in a small number of instances, it will be appropriate to operate with a certain degree of curricular flexibility so that we can offer adapted curricula to particular individuals. We further recognise that, in exceptional circumstances, this may involve appropriate programmes of acceleration. Such a decision will be taken only after thorough consultation with the pupil, parents, staff, and pastoral teams involved.

The principle of differentiation, in its various forms, is fundamental to the good teaching of able pupils. Schemes of work will aim to address opportunities for differentiation in planning for the teaching of able pupils, taking into account a full range of teaching and learning styles.

A number of subject areas employ a setting policy as a mechanism for helping enable pupils to move through the curriculum at a suitable pace and in appropriate depth. Differentiation should remain a high priority in these groupings, however, as teaching staff look to meet needs of every pupil including, at the highest level, MAT pupils. It can also be very powerful tool for fostering positive learning relationships for staff to remember that a pupil who is in a low or middle set in their subject, may also be MAT in a different subject or family of subjects.

In providing for MAT pupils, staff will seek to promote a spirit of enquiry in the classroom. This will regularly include opportunities for pupils to engage in higher order thinking skills, involving applied and critical thinking. Provision will also reflect the school's commitment to best practice in the fields of Teaching and Learning, and Assessment for Learning. Particular emphasis should be placed on skills-based learning, prioritising quality over quantity and with time to experience a breadth of learning:

- The use of extension and enrichment activities is encouraged as a highly desirable and appropriate way of providing effectively for MAT pupils. Staff will seek to engage with partners beyond the school where appropriate to enrich provision in this area.
- The school will continue to seek to extend and enrich curriculum choice for MAT pupils through provision of appropriate courses, such as considering the appropriate number of qualifications taken by Sixth Form pupils and their suitability for the Extended Project and Pre-U qualifications, or after-school GCSE options.
- There are occasions during the school year when an alternative curriculum is offered to pupils. Occasions such as the school's Curriculum Immersion Days and Activities Week enable pupils to focus on particular subjects in greater depth and serve as extension activities.

Extra-Curricular Provision

Extra-curricular activities provide valuable opportunities for pupils to develop their talents. The school is committed to providing a broad range of opportunities in a number of areas, particularly in music, sport and the arts. This may variously involve use of staff from within the school or experts and specialists from external institutions and organisations.



- The school will endeavour to sustain and develop the impressive range of residential opportunities open to pupils which are a vital and valuable form of enrichment.
- The school will continue to work closely with external organisations and partners, including Villiers Park Educational Trust and our link colleges at the universities of Cambridge and Oxford, to provide additional opportunities for pupils.

Pastoral Issues

Able pupils need to be developed as fully rounded and balanced human beings as with all other pupils. The school's pastoral system has a vital role to play in delivering an affective curriculum which expresses a concern for the whole child – emotional, social, spiritual, intellectual and health-related.

MAT pupils function best in an ethos that recognises and encourages achievement. At Comberton Village College we recognise that we all have a part to play in sensitively fostering such an ethos.

We recognise that pressures on MAT pupils can, at times, be very great. The school's pastoral system aims to ensure that full and proper support is given to any pupils in this situation throughout their time at the school. The tutorial system plays a vital role in this, whilst additional advice and support can also be accessed through a variety of channels, including the Learning Support Centre.

Through the pastoral system we aim to respond to the needs of every individual. Accordingly, we recognise that it may be appropriate in some instances for certain identified pupils to be afforded a mentor who might personally address the needs of the individual and assist them in balancing their commitments and pursuing their goals.

Pupils will be supported at every stage in the selection of future pathways, with specific attention paid to each individual's needs. They will have access to appropriate opportunities (e.g. work experience, workshops, university visits, interview practice) and guidance in relation to a range of pathways, including careers and Higher Education. In the Sixth Form this will include early access to support and guidance for pupils who intend to make applications to competitive institutions and/or courses, and an equal commitment to those who may prefer to explore alternative pathways (e.g. Sports Academy pupils).