

John Spendluffe Technology College



Whole School Policy and Practice

More Able & Talented Students

Date reviewed: May 2014

Next renewal: May 2016

MAT SLT Link:

MAT Leading Teacher: Anna Mackenzie

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1. MAT Overall Aim

More Able – students who are exceptionally able in one or more academic subjects

Talented – students who are exceptionally able in one or more creative subjects

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)” [DCSF,2008]

The More Able and Talented programme aims to enhance the opportunities of the most academically able and talented children in the school. The school has a commitment towards excellence for all and strongly believes that true inclusion can only be achieved through stretching the most able and supporting the least able. The More and Talented programme allows all students to achieve their full potential.

2. Implementation and Monitoring of the Policy

It is the responsibility of the following people to ensure that the Whole School Policy is implemented and monitored:

- The Head teacher
- MAT Link Governor
- SLT MAT Link
- MAT Leading Teacher

3. Cohort

In Year 7 and 8 we have an Express Stream – the ‘R’ group. These students are identified by high CAT scores and / or high SAT scores and are all placed into 1 class. This class is tracked termly by the MAT Co-ordinator and observed regularly to provide formative assessment on the progress of the class. There is the possibility that students may be moved out of the R class if progress is not shown; this is to benefit the pupil and to allow them to develop at a more suitable rate of learning.

There are also subject cohorts, which are reviewed twice per year. There is an understanding that once a student is on the More Able and Talented register, they will remain on it for the duration of time that they study the subject. This means in Year 7, some teachers choose not to include students on the More Able and Talented Register, allowing students to blossom before they can be identified. Students on the subject More Able and Talented Register are identified by a number of qualitative and quantitative data, outlined in the subject policies below.

Thirdly, there is a list of KS2 High Achievers. These students excelled in their KS2 SAT tests and are therefore put into this bracket. The MAT Coordinator tracks these students three times per year, in co-ordination with the Attitude and Attainment reports home to parents.

4. Provision across the School

We have ample opportunities at JSTC for students to flourish in their natural talent or ability. These include both academic and extra-curricular activities; enrichment days, project based challenges and independent learning.

- Producing a 16 page School Newspaper with the help of Lincoln University School of Journalism
- Science, Technology and Maths (STEM) Challenge Days
- Poetry and Creativity Workshops with Award winning authors
- Aspirational visits to the University of Lincoln
- Termly subject tracking by the MAT Co-ordinator
- Subscription to the Potential Plus Explorers section
- Celebratory Achievement Notice boards in college
- MAT area on the school website with links to resources, independent challenges and information
- Trips and treats for our High Achievers
- Fact sheets and online information
- Lesson observations and student / staff interviews to ensure challenge and rapid progress.
- Whole School Staff training with MAT specialist and Mat co ordinator
- New for September – parents workshops on ‘How to support my MAT child’
- Extension material within schemes of work. Each Head of Department has a meeting with the coordinator once every two years. During these meetings, schemes of work are reviewed and targets are set for the forthcoming year. Support is then given in order to achieve these targets.
- General approaches in the classroom: With subject teachers leading emphasis will be placed on the planning, student organisation, differentiation, questioning techniques, thinking skills, study skills, activities and use of resources to imbed stretch and challenge in the classroom.
- Subject specific provision is noted in the Subject Policies below.

5. Monitoring MAT

Provision of G&T and student’s progress is monitored regularly. This is achieved through meetings with HOD and other staff and also through the gathering of student opinion and data.

Tracking using CAT scores, Y6 SATS and our data system SISRA is undertaken at least 3 times per year, but often more frequently, especially for GCSE students who are close to achieving their aspirational targets.

6. Subject Policies

Subject Policy: Art

Link Teacher: Sarah Battista

Identification Criteria for Art

Quantitative

- Baseline skills assessment in Y7 – to reflect level of ability and understanding.
- KS3 student skills checklist
- KS3 and KS4 portfolios of evidence reflect strengths, weaknesses and evaluation skills.
- Value added between each year.

Qualitative

- Teacher observations
- Students show understanding of the strengths in their artwork and of ways to improve or develop it further. Strong awareness of own ability.
- Build a departmental portfolio/ digital portfolio of exemplar material
- Build lists of students who attend clubs / enter competitions outside of school.

Extra curricular activities/provisions

- GCSE art club after school on Tuesdays
- Pottery club Thursday after school and Friday lunchtime
- Miss Davies and Miss Stacey run an art club on a Wednesday and Thursday lunchtime.
- Art room is open for students to complete work on Tuesdays, Thursday and Fridays.

Art trips

- Parrot zoo or The Deep – Year 10 natural forms coursework.
- Yorkshire Sculpture Park – Year 8

Subject Policy: English

Link Teacher: S. Powell

Identification:

In English, teachers will make strenuous efforts to identify 'More Able and Talented Students' by using existing department quantitative methods.

Quantitative methods:

- KS3 APP results for formative and summative assessments.
- Internal examination results
- Termly Speaking and listening assessments
- Controlled Assessments (KS4 until end 2016)

English teachers should be aware that 'very able children may become adept at pretending to be 'average' in order to be accepted, or to avoid being teased.'¹ In addition to quantitative methods, English teachers are expected to observe possible more able and talented students closely. Students who are more able, gifted or talented are likely to show some or all of the listed characteristics in our subject. This is not necessarily proof of high ability, but it should 'alert teachers to the need to enquire further into an individual's learning patterns and ability levels.'²

Qualitative methods: in both spoken and written language:

Creative flair:

- Elaborating on and organising content with originality and imagination that is exceptional for their age.

Ability to take on demanding tasks:

- Engaging seriously with moral and social themes expressed in literature with an advanced awareness.
- Confident and independent ability to research, compare and synthesise information from a range of different sources.
- Demonstrates initiative, is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on one topic.
- Grasps new and challenging concepts with ease.

Arguing and reasoning:

- Creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level.

¹ 2010, ATL, Achievement for All, p.49

² 2008, DFE, Identifying gifted and talented learners, p.4

- Grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights.
- Justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view.
- Thinks in a lateral, divergent or a refreshingly different yet pertinent way.

Awareness of language:

- Showing a genuine enthusiasm for language or literature study, applying learned principles to new contexts, i.e. transference of linguistic or literary concepts that are not apparent to most of their peers and without specific teaching.

Communication skills:

- Independent use of a mature and sophisticated vocabulary that is applied consistently.
- Communicates readily and comfortably with adults.
- Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences.
- Confidently undertakes a lead or management role in a group to achieve shared goals, whilst showing sensitivity to the participation of others.

Provision:

Each member of staff in the department is expected to highlight the MAT students in their marking records and differentiate their lessons accordingly, including extended learning.

- All new and existing Schemes of Learning will have a section for MAT students with differentiated activities and/or extensions for each unit.
- Students are given the opportunity to lead, guide or teach their peers.
- There are opportunities for students to research and express topics that they find interesting.
- Higher level questioning is apparent in lessons.

In addition:

Students are able to stay after school for further practice and have the opportunity to access higher-level resources.

English teachers undertake MAT training in T&L department meeting time and appropriate resources are disseminated and shared within the department.

Subject policy: Geography

Link Teacher: Paul Marriott

Identification:

In Geography More Able and Talented Students are identified using a variety of quantitative and qualitative methods including:

- Summative assessments; homework, classwork, end of unit tests and mock exams
- AFL – formative including teacher observations,
- HOD analysis of A & A data, tracking student performance, over and under achievers.
- Controlled Assessment (KS4)
- Teacher observations and tracking of performance
- Confident and secure independent learning by enthusiastic students who are passionate about the subject.

Provision:

Each member of staff in the department is expected to highlight the MAT students on their registers and in their markbooks and differentiate their lessons accordingly, including extended learning.

- All Schemes of Work have a section for MAT students with differentiated activities and/or extensions for each module
- All students have a personal copy of their student performance tracking sheet. This is at the front of their own performance file and they take responsibility for updating and tracking their progress as well as identifying areas for development.
- Students are given the opportunity to lead other students or to teach other students
- There are opportunities for students to research and express topics that they find interesting. This could be in the form of independent case studies.
- Higher level questioning is apparent in lessons
- During lessons Learning Outcomes/ Steps to Success are graduated to allow MAT students' to obtain higher level/grades.
- There are two H/A textbooks specific to MAT students in Geography.
- Case study booklets have MAT provisions
- The Geography department produces a handbook with specific MAT questions and GCSE texts.

In addition to this:

Students are able to stay after school for further practice and have opportunity to access higher level resources. This could be in the form of revision, intervention or exam preparation sessions.

Staff have MAT training and appropriate resources are disseminated within the department. Annual trips and guest speakers are arranged to allow students to access a wider range of resource outside the classroom.

Subject policy: History

Link Teacher: Verity Myers

Identification:

In History More Able and Talented Students are identified using a variety of quantitative and qualitative methods including:

- Summative assessments; homework, classwork, end of unit tests and mock examination.
- AFL – formative including teacher observations,
- HOD analysis of A & A data, tracking student performance, over and under achievers.
- Controlled Assessment (KS4)
- Teacher observations and tracking of performance
- Confident and secure independent learning by enthusiastic students who are passionate about the subject.

Provision:

Each member of staff in the department is expected to highlight the MAT students on their registers and in their markbooks and differentiate their lessons accordingly, including extended learning.

- All Schemes of Work have a section for MAT students with differentiated activities and/or extensions for each module
- All students have a personal copy of their student performance tracking sheet. This is at the front of their own performance file and they take responsibility for updating and tracking their progress as well as identifying areas for development.
- Students are given the opportunity to lead other students or to teach other students
- There are opportunities for students to research and express topics that they find interesting. This could be in the form of independent case studies.
- Higher level questioning is apparent in lessons
- During lessons Learning Outcomes/ Steps to Success are graduated to allow MAT students to obtain higher level/grades.

In addition to this:

Students are able to stay after school for further practice and have opportunity to access higher level resources. This could be in the form of revision, intervention or exam preparation sessions.

Staff have MAT training and appropriate resources are disseminated within the department. Annual trips and guest speakers are arranged to allow students to access a wider range of resource outside the classroom.

Subject policy: ICT & Business

Link Teacher: Karen Mason

Identification:

In ICT & Business More Able and Talented Students are identified using a variety of quantitative and qualitative methods including:

- Initial FFTD data
- AFL – formative including teacher observations of practical and linguistic skills.
- Controlled Assessment (KS4) differentiated marking of work from Level 1 Pass (=G grade GCSE) to Dist* (A* GCSE)
- Application of skills in different contexts.
- Teacher observations
- Confident and secure independent learning

Provision:

In each class all students have the opportunity to progress to beyond target grade and have access to assignment brief and marking grid for all units. These show grading from **BASIC** to **SOUND** through to **COMPREHENSIVE** along with the amount of points awarded at each level. As such students can grade themselves against official criteria and know what is required to progress. Each student is given a target grade and know during each assignment where they are now and via feedback how to progress.

- All Schemes of Work will have a section for MAT students with differentiated activities and/or extensions for each module (referring to grading criteria)
- All students see the grade spreadsheet of marks and access to the official grade boundaries which show Level 1 pass to Level 2 distinction*.
- Students are given the opportunity to lead other students or to teach other students
- There are opportunities for students to undertake research and develop skills
- Higher level questioning is apparent in lessons

In addition to this:

Students are able to work on projects after school and lunchtimes for further practice and have opportunity to access higher level resources.

Subject Policy: Mathematics
Link Teacher: Rachael Norton

Identification:

More able and talented pupils are identified by a variety of methods including:

- KS2 Mathematics data from primary schools
- Quantitative CATs data
- MaLT testing upon entry in Year 7
- Differentiated levelled summative assessments throughout the year
- Differentiated formative assessments at the end of the year
- Teacher observations
- Confidence in problem solving and tackling open ended problems
- Independent learner

Provision:

Each member of the department is able to identify MAT students using the above criteria. MAT students are highlighted on the master tracking documents for each year group. Each member of the department is expected to highlight the MAT students in their mark book and seating plans.

- Students are set upon entry in year 7 with all MAT students placed in set 1
- All students are given an objective sheet at the start of a topic showing intended levelled learning outcomes and associated Mathswatch clip numbers. Pupils are able to manage and assess their own learning and research around the topic.
- Differentiated tasks are planned to stretch the more able
- Open ended and rich tasks in SoW to develop metacognitive skills
- Targeted and specific higher order questioning used in lessons
- Variety of activities used to cater for different learning styles
- MAT students are given opportunities to teach other students both informally in the classroom and formally to other groups
- Ten more able students from each year group entered for the junior and senior UKMT Maths Challenge. Certificates presented to student in house assemblies.
- Series of A-level taster sessions delivered to top set year 11
- Puzzle club running at lunch time aimed specifically at MAT students

Subject Policy: Modern Foreign Languages

Link Teacher: Anna Mackenzie

Identification:

In MFL More Able and Talented Students are identified using a variety of quantitative and qualitative methods including:

- APP results for summative and formative assessments.
- AFL – formative including teacher observations
- Aural & Oral skills; mimicking pronunciation and intonation through secure listening
- Controlled Assessment (KS4)
- Application of learned principles to new situations / in different contexts including transference of grammatical concepts and vocabulary.
- Teacher observations
- Confident and secure independent learning

Provision:

Each member of staff in the department is expected to highlight the MAT students on their registers and in their markbooks and differentiate their lessons accordingly, including extended learning.

- All Schemes of Work have a section for MAT students with differentiated activities and/or extensions for each module
- All students have a personal copy of their APP spreadsheet stuck into their books which allows students to easily recognise tasks they need to undertake to challenge themselves and gain a higher level.
- Students are given the opportunity to lead other students or to teach other students
- There are opportunities for students to research and express topics that they find interesting
- Authentic French / Spanish resources are used to expose students to foreign cultures
- Higher level questioning is apparent in lessons

In addition to this:

Students are able to stay after school for further practice and have opportunity to access higher level resources.

Staff have MAT training and appropriate resources are disseminated within the department. Yearly trips abroad allow students to practice their skills with native speakers. Cultural days and activities allow students to embrace new culture.

Subject Policy: Music

Link Teacher: Lucy Herd

More Able and Talented identification criteria

Quantative

- Students gaining levels exceeding their predicted/target grade
- Value added between each year
- Baseline assessment results

Qualitative

- Instrumental lessons – through LMS or private
- Student is a member of a music ensemble/takes part in a music theatre groups outside of the school curriculum
- Teacher observation – student demonstrates a high level understanding/musical recognition
- Student demonstrates an understanding of how to improve their level or performance

Extra-curricular activities/provisions

Weekly extra-curricular clubs:

- Orchestra
- Choir
- GCSE Music club
- Music club
- Samba band
- Theory club
- Guitar club
- Ukulele orchestra
- Trips are organised to a variety of concerts and to music events put on by Lincs Music Service.

Subject Policy: PE and Sport

Link Teacher: R. Thornalley

Rationale

- Why? (To raise standards of achievement within PE, to create sporting pathways.)
- Who will benefit? What outcomes are we waiting for?
- Match with whole school policy MAT statements
- Is the current form of talent development meeting, or not meeting, expectations?

Aims

- A challenging, stimulating and innovative environment;
- Individually tailored talent development programme;
- The holistic development of students using a multi-dimensional approach;
- The opportunity to succeed, and experience reward, for exhibiting a range of abilities;
- Lifelong participation in physical activity at their chosen level of involvement.

Definition of the two strands

- Talented students in Physical Education demonstrate ability over and above that of their peers in the first instance through a high National Curriculum level and then within one or more specific abilities and perhaps across more than one activity area;
- Talented students in sport demonstrate ability over and above that of their peers within the representative honours framework;
- Some potentially talented students may be underachieving or failing to reach their potential as a result of certain issues that prevent their talent from being manifested;

Teaching students may bring exceptional skills from other areas of the curriculum that enhance their ability to succeed in Physical Education.

Identification systems

- Auditing systems are employed to recognise and monitor out-of-school talent (for example, school sport survey);
- Opportunities exist for self, peer and parental nomination;
- Existing methods of assessment are used to enhance planned refinements to talent identification systems;
- Student tracking profiles are established through means of a database that allow student progress to be assessed and monitored;
- Standardisation of the identification process is conducted at regular intervals during the identification phase;
- Curricular provision, including balance of content, duration of units of work and delivery style, is audited and monitored to assess the effectiveness of meeting talented students' needs.

Teaching and Support Systems

- Do provision strategies that relate directly to the abilities identified;
- Standardisation opportunities are organised frequently during the provision phase;
- Assessment of current provision is conducted to identify opportunities for compatibility with proposed provision approach;
- Evaluation of provision strategies is used to inform future provision;
- Students are provided with opportunities for self-regulation through exercises such as mind mapping, action planning and assessments of time management;
- Students are engaged in discussion to elaborate on the demands placed upon them as a result of being included on the talent development programme.

Teaching and Support Organisation

- Opportunities are given to talented pupils to work with, and experience work normally given to pupils older than themselves in curricular and extra-curricular time;
- Where an acceleration strategy is adopted the social and emotional impact on the talented pupil is monitored.

Teaching and Support Mentoring

- Mentors are appointed on a case-by-case basis for talented pupils in PE and sport;
- Mentoring groups will be based on different ratios, ranging from one-to-one, to larger groups of talented pupils with a single mentor;
- Mentors will be drawn from a variety of sources;
- For talented pupils in sport, the most significant focus for discussion with mentors is likely to be the maintenance of the work/sport/life balance;
- For talented pupils in PE, mentors are used to direct and enhance their specific ability;

Teaching and Support Grouping

- Grouping of pupils is conducted on a year-by-year and where necessary teaching group-by-teaching group basis;
- Large scale grouping of pupils will be used (setting, streaming) where appropriate if it is recognised that talented pupils will be challenged more effectively by using this particular system;
- Small scale grouping of pupils within a teaching group is used to match the needs of pupils with specific abilities.

Specific information to go onto the MAT register.

The Physical Education department try to support and identify talent in sport and PE. Therefore we will run two concurrent lists in order to cover both aspects of the practical subject.

The evidence that is used is a mixture of both qualitative and quantitative as both are a relevant means of identifying talent in practical subjects.

Quantitative Data

- Any prior data from previous school either primary or other secondary schools.
- Base line data collected within college.
- NC levels/ teacher assessments.
- Target data.
- KS3/KS4 late arrivals monitored and assessed
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Qualitative data

- The policy needs to include the specific talent that a particular student shows within the subject.
- Teacher observations
- Teacher assessments
- Parental contact and support structure.
- External representations
- Monitoring of early development

Subject Policy: Performing Arts

Link Teacher: Lizzie Vickers

Identification Criteria for Performing Arts

Quantative

- Baseline skills assessment in Y7 – to reflect level of ability and understanding.
- KS3 student skills checklist – to include personal CV of experience which may highlight Stage and Dance schools.
- KS3 and KS4 portfolios of evidence reflect strengths, weaknesses and evaluation skills.
- Value added between each year.

Qualitative

- Teacher observations
- Students show understanding of how their performances impact on an audience and ways to improve (Dance/Acting/Singing/Technical). Strong awareness of own ability and body language.
- Use of video and play back evidence – students can watch their performance and learn how to improve by experimentation.
- Build lists of students who take part in clubs outside of school curriculum.

Provisions

- Students are given the opportunity to experiment in different mediums of the arts.
- Professional workshops can be accessed
- Lincolnshire youth dance company being established
- PAC is available every lunch and afterschool for class or personal rehearsal.
- Trips to professional performances.

Subject policy: RE

Link Teacher: Jo Garrard

Identification:

In RE More Able and Talented Students are identified using a variety of quantitative and qualitative methods including:

- Summative assessments; homework, classwork, end of unit tests and mock examination.
- AFL – formative including teacher observations,
- HOD analysis of A & A data, tracking student performance, over and under achievers.
- Controlled Assessment (KS4)
- Teacher observations and tracking of performance
- Confident and secure independent learning by enthusiastic students who are passionate about the subject.

Provision:

Each member of staff in the department is expected to highlight the MAT students on their registers and in their markbooks and differentiate lessons accordingly, including homework.

- All Schemes of Work have a section for MAT students with differentiated activities and/or extensions for each module
- All students have a personal copy of their student performance tracking sheet. This is at the front of their own performance file and they take responsibility for updating and tracking their progress as well as identifying areas for development.
- Students are given the opportunity to lead other students or to teach other students
- There are opportunities for students to research and express topics that they find interesting. This could be in the form of independent case studies.
- Higher level questioning is apparent in lessons
- During lessons Learning Outcomes/ Steps to Success are graduated to allow MAT students' to obtain higher level/grades.

In addition to this:

Students are able to stay after school for further practice and have opportunity to access higher level resources. This could be in the form of revision, intervention or exam preparation sessions.

Staff have MAT training and appropriate resources are disseminated within the department. Annual trips and guest speakers are arranged to allow students to access a wider range of resource outside the classroom.

Subject Policy: Science

Link Teacher: John Bowyer

Identification Criteria

In the past the generation of the Science MAT list has been very vague and generally was produced using obscure and qualitative means. Science should be aiming to identify up to 10% of the students as MAT.

In an attempt to refine the system of identifying students who could be included on the MAT list the following criteria for identification could/should be applied. The criteria need to be based on both quantitative and qualitative evidence since both types are valid reasons for inclusion on the list.

Quantitative Criteria

- If their average KS2 TA is above 5 they can be considered.
- Consider CAT scores, if there is an above average score e.g. over 110.
- Sustained A&A data, consider when they are significantly higher in relation to the rest of the cohort.
- Test data, in year 7 – 8 termly and year 9 3 weekly, is their exceptional performance in the class.
- Exam module data, for years 10 and 11 show exceptional performance e.g. grade B+ or results in excess of target grade.

Qualitative Criteria

- Teacher observation, is their performance in class consistently better than most students in terms of contribution, verbal responses, practical activity and skills, non-verbal reasoning skills, abstract thinking.
- Volunteers, do they offer to help out at and get involved in science activities e.g. open evenings, demonstrations etc.
- Presentation of work, should be exceptional compared to the rest of the class.
- Participation in science challenges, e.g. Mars Challenge.
- Involvement in science based activities out of school.
- Self determination, to solve and overcome difficulties.
- Fact based interest in science.
- Problem solving skills, are highly refined.
- They think 'out of the box'.

Provision

- MAT students identified by teaching staff
- Differentiated activities for MAT students, identified in new SoW.
- Teaching reflects challenge.
- Students are able to carry out individual pieces of research.

- Students given the opportunity to take a leadership role.
- Higher level questioning used in lessons.

In addition to this:

Opportunities to broaden and deepen their horizons.

Extra support may be needed for extension work required By3, Cy3 and Py3.

Revision sessions to recount By1, Cy1 and Py1 for 2 year course terminal exams.

Staff having MAT training and resources are shared with rest of department.

Survey for future MAT day suitable activities e.g. Mars challenge, forensic science day, (finance?).

Subject Policy: Technology

Link Teacher: Paul Karklins

Identification criteria for MAT students:

Quantative

- Able to demonstrate and apply high level research skills.
- Able to apply mathematical, scientific and specific subject knowledge in manufacturing and designing.

Qualitative

- Applies learned principles to new situations / in different contexts
- Displays the ability to work independently.
- Demonstrates high levels of creativity and innovation

Additional indicators within specific areas of knowledge.

General criteria

- Students are able to use a wide range of sources to gather research and interpret the results to develop criteria for designs.
- Students are able to analyse and record in-depth comments and evaluate products and procedures.

Designing

- Students demonstrate a consistent ability to develop ideas that fully meet criteria given.
- Students independently develop innovative solutions to the problems set.
- Students are able to develop a wider range of ideas to meet target groups' needs.
- Students are able to use a wide range of communication techniques including the high level use computer aided design.

Making

- Students demonstrate a consistent ability to develop products that fully meet criteria given.
- Students independently develop innovative solutions to the problems set
- Students are able to develop comprehensive plans for progression of making.
- Students demonstrate a high level of skill and understanding using equipment, including the independent use and application of computer aided design – laser cutters, CNC sewing machines, CNC vinyl cutters.

Specific

- Students are able to understand and use CAD / CAM equipment to an advanced level.
- Students consistently demonstrate a high level of flair and innovation.
- Students demonstrate high level problem solving skills.

Provision:

Each member of staff in the department is expected to highlight the potential MAT students on their registers and collect evidence to support the recommendation at department meetings. For identified MAT students, members of department should; differentiate their lessons accordingly, including extended learning; facilitate access to high tech equipment required, ensure targets are achieved.

- All Schemes of Work have a section for MAT students with differentiated activities and/or extensions for each module
- Students are given the opportunity to lead other students or to teach other students
- There are opportunities for students to research and extend into areas they find interesting, especially in a practical context.
- Specific high tech equipment, ICT facilities & software should be made available to MAT students.

In addition to this:

Students are able to stay after school to extend coursework (KS4)
Students have access to one to one (technician)

Staff have MAT training (laser cutter & other high tech equipment & software) and appropriate resources are disseminated within the department.

7. References

Department for Children, Schools and Families (DCSF), (2008), Gifted and Talented - Classroom Quality Standards (CQS) guided resource: a subject focus, DCSF Publications.