



BURGESS HILL
— GIRLS —

More Able and Talented Policy – Senior School & Sixth Form	2g (i)
--	---------------

Responsible for Initiating Review of Policy	Assistant Head Academic
Committee to Review	SLT
Last Review Date	March 2026
Review Period	Annual
Approved by (Committee and Date)	SLT March 2026
Approved by Board of Governors	JEC - March 2026
Effective Date of Policy	March 2026
Next Review Date	March 2027
Related Policies	2g More Able and Talented Policy (Prep) 2a Curriculum Policy Statement – Senior School and Sixth Form 2b Curriculum Synopsis – Senior School and Sixth Form 2f SEND Policy – Senior School and Sixth Form 2g Homework policy 4a Assessment Recording and Reporting Policy – Senior School and Sixth Form 7k Mental Health and Wellbeing Policy 15a Admissions Policy 17a Equal Opportunities Policy Policy Statement on Admission

Principles

- All students at Burgess Hill Girls are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in their learning.
- Central to the school's ethos is a declared intention to cater for the needs of the individual and to nurture their skills and talents whatever they may be.
- Addressing the needs of more able and talented learners raises achievement more widely.
- Providing for more able learners is not about labelling, but about creating a curriculum and learning opportunities which allow all students to flourish, and enrichment opportunities outside the classroom for further growth.
- Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.
- A culture of high expectations and aspirations is part of Burgess Hill Girls' ethos.
- Teachers are central to providing challenging and enriching education, and their professional development is important.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.
- The MAT register allows teachers to identify and provide for more able and talented students.

All students have individual needs and indeed individual talents and strengths, making personalised learning a priority in our teaching and learning. We recognise that the ability range of our students is not as wide as that of the national population and that our students of average ability benefit from the opportunity to work alongside more able students in relatively small teaching groups.

Aims

Our main aim is to make the best provision for more able and talented students within every subject and co-curricular area. We aim to create a stimulating learning environment inside and outside of the classroom to ensure that more able and talented students have multiple opportunities to fulfil their potential and maximise their progress. This is achieved by offering activities that extend and enrich their learning and promote high attainment and excellent progress.

The Burgess Hill Girls Ability Profile

National benchmarking data for target-setting and monitoring student progress is generated from GL Assessment's CAT4 baseline tests for students on admission, MidYIS testing for Year 7, YELLIS testing for Year 10 and ALIS testing for the Sixth Form. The success of the school's provision for more able and talented students is assessed by the analysis of annual value-added data at whole school, departmental and individual pupil level. The ability to differentiate within lessons is facilitated by the fact that in Years 7 to 11 we teach broadly the top 50% of the ability range and have an element of setting in some core subject areas. In the Sixth Form, our intake profile reflects more closely the national average ability range for sixth forms.

Definition

- This policy covers those identified as more able and talented (MAT).
 - More Able: CATS4/MidYIS/YELLIS/ALIS > 120
 - Talented: Art/Music/Sport/Drama scholarship holder or identified by HoD at end of Y7/Y9 or academic scholarship holder not classed as More Able.
 - A list of more able pupils can be found on the MAT register

What is the MAT register?

The primary register of MAT students is derived from specific identification criteria based on the definition above. This information is updated each year and recorded on school systems and in teacher markbooks. The MAT register also forms the basis of a regular review of the progress and achievement of this group by the Head of Academic Scholars in conjunction with the Assistant Head Academic.

How long do pupils stay on the MAT register for?

Students who are on the MAT register are reviewed each academic year and as new baseline data is available, the register is updated.

Implementation and Tracking

- Departments and subject teachers develop, as part of their normal planning adapt their teaching and programmes of study to meet the needs and challenge More Able and Talented students.
- After each reporting cycle, HODs and the Head of Scholars review progress of MAT students and intervene where needed.

Subject teachers are expected to:

- ensure the names of more able and talented students are identified in their mark books;
- intervene with under-achieving MAT students, asking for advice from their Head of Department, the Head of Scholars or relevant pastoral head as appropriate.

All subject teachers should aim to provide more able and talented pupils with:

- challenging lessons;
- shared success criteria that allows for exceptional progress;
- challenging questions;
- differentiated tasks/questions;
- imaginative homework tasks;
- extension work;
- extension questions;
- extra support through individual discussions or interventions;
- access to resources and literature that stretch and challenge;
- marking for improvement to engage pupil in assessment for learning;
- independent learning opportunities;
- learning opportunities away from the curriculum.

Form tutors are expected to:

- know who their more able and talented tutees are;
- monitor and review their more able and talented tutees by looking at progress and motivation information provided in Assessment Grades and reporting points;
- discuss the progress and attainment of more able and talented students in discussions with tutees e.g. following Assessment Grades;
- consider setting targets within the relevant areas or broader targets if appropriate.
- identify where more able and talented students may require personal, social and emotional support for their wellbeing

Heads of Department:

- monitor teachers in ensuring those identified are being stretched and challenged;
- evaluate the provision for more able and talented pupils in the annual departmental review;
- evaluate the performance of more able and talented pupils
- if the Head of a creative subject, assess the progress of scholars in their department, develop, implement and annually review the departmental provision for creative scholars;
- work with the Assistant Head Academic to review the policy and provision for more able and talented students.

The Head of Scholars:

- reviews and reports on the progress and achievement of more able and talented pupils in Years 7 to 10 at the annual progress and achievement meetings held in the summer term;
- reviews and reports on the progress and achievement of more able and talented pupils in Years 11 and 13 following public examinations;
- works with the Assistant Head Academic to review the policy and provision for more able and talented students;
- Develops and implements a programmes of activities that aims to develop and challenge more able and talented students