



**CHEPSTOW
SCHOOL**
INSPIRING LEARNING

CHEPSTOW SCHOOL

AMBITIOUS LEARNER

POLICY

Previously known as 'More Able and Talented Policy'

Approved by: Full Governing Body

Last Reviewed on: 14/03/2024

Next Review Date: 13/03/2025

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Introduction

At Chepstow School we believe in fostering an inclusive learning environment that celebrates the ambitions of learners. The school will provide challenging, enriched experiences through a purpose driven curriculum that offers learning activities, focusing on the needs and talents of our learners. We are committed to inspire learners and provide them the best possible standards of education and development. We are committed to ambitious learners that embody our school core values of positivity, curiosity, perseverance and equity.

Welsh Assembly Government Definition

The Welsh Assembly Government defines More Able and Talented learners as: 'In Wales the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.'ⁱ

Key Definitions based on NACE Guidelines ⁱⁱ

More Able

- Learners who have the potential or capacity for high attainment;
- Learners who demonstrate high levels of performance in an academic area;
- Learners who are more able relative to their peers in their own year group, class and school / college;
- Ability in all areas of the curriculum or in a specific subject / curriculum area, including the arts and physical activities.

Gifted

The important element of any definition of giftedness must include the term "exceptional". According to an article on gifted children by Ireland's Special Education Support Service, the definition of "gifted" which is accepted worldwide in educational and psychological circles is: "a child who shows exceptional ability in one or more areas such as mathematical, verbal, spatial awareness, musical, or artistic ability."

Exceptionally Able

The abilities and needs of the exceptionally able exceed those of the more able.

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Strategy

At Chepstow School, we believe that attributing labels such as 'more able', 'gifted' 'exceptionally able' and 'talented' can be negative on our learners. We acknowledge that learners' skills and capabilities can occur at various points in time, as learners advance at different rates and encounter varied obstacles while working towards realising their potential. This is the rationale behind our preference for the term 'Ambitious learners.'

Our policy has been created to provide tailored support to the identified groups of learners and consists of six elements that collectively serve as the foundation for successful leadership, resulting in outstanding advancements and achievements for all ambitious learners at Chepstow School.

The key areas covered in this policy are:

1. Identification
2. Roles and Responsibilities
3. Partnership and Collaboration
4. Tracking and Monitoring
5. Staff development
6. Governing body

The policy provides a framework for the senior leadership team to assess and enhance the school's policies and practices in support of ambitious learners. Additionally, it guides cluster-working arrangements, promotes the exchange of information, and facilitates collaborative efforts between the school and its partners.

1. Identification

- Incoming data from collaboration with cluster primary schools
- Mean CAT scores of 111 and above as a benchmark.
- School Global Grade A/A*
- Seren 6 A*'s or more
- High NRT tests scores
- Consultation with teaching staff subject recommendations/ observations
- Nomination from cluster primary schools
- Teacher assessments
- Scrutiny of work completed by learners

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Nomination will be on-going and the Ambitious Learner (formally MAT) list will be uploaded to SIMS regularly and will be monitored, evaluated and reviewed. The list is used to inform teaching staff, students, parents/carers to ensure the correct level of challenge and provision caters for the required needs of these learners. It is used to identify students for whom curricular and extra-curricular Ambitious (MAT) provision should be made available.

In addition to ambitious learners, there maybe talented learners identified who demonstrate and have specific characteristics, skills and attributes in various areas in line with the core values of Chepstow School.

2. Roles and Responsibilities

Responsibility for the strategic implementation and achievement of Ambitious learners is from the Assistant Headteacher in charge.

All Pastoral leads, Curriculum leads and staff have the responsibility to provide challenging, enriched activities and support, track and monitor ambitious learners in the classroom environment. Collectively we will ensure:

- A positive learning environment and culture that sets of high expectations for all learners
- Acknowledgment of ambitious learners as a distinct group with unique learning requirements
- A broad curriculum, highly effective pedagogy, and support systems that consider the learning needs of this particular group of learners
- Curriculum and Pastoral Leaders are accountable for the performance of all learners, including ambitious learners and allocate required resources to support improvement

Provision

All teachers and curricular areas have high expectations of ambitious learners and provide appropriate support and opportunities. Extension work and challenge will be provided and identified through programmes of study and schemes of learning. Adapted and independent learning will have appropriate focus in delivery of lessons. Where appropriate, acceleration or fast tracking will enable ambitious learners to take GCSE or additional qualifications early.

- A dynamic curriculum designed to provide ambitious learners with challenge and enrichment opportunities encompassing our core school values.
- Learning that encourages self-direction and independence.
- Learning and Teaching integrates DRICE which is included in planning and schemes of learning.

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Teaching may include:

- High challenge tasks and homework
- Independent learning tasks
- High order questioning
- Additional resources and subject guidance
- Setting creative open-ended tasks
- Opportunities to extend learning within each lesson
- Extension opportunities/Acceleration
- Learner initiated opportunities
- Adopting a problem-solving approach
- Adopting a skills-based approach

Extra-Curricular Provision:

- A selection of KS4 students will be offered the chance to be part of the Seren Academy. ⁱⁱⁱ
- Learning interventions to support aspiration raising, enrichment and specific skills development
- Additional information, advice and guidance resources
- Access to regular ambitious learner meetings
- Mentoring sessions
- Opportunity to undertake MOOCS specific to interests
- Guest speakers will deliver sessions both in person and virtual from business and universities in coordination with Careers Wales, Seren Academy, Alumni and the Staff member responsible for careers
- Opportunity to attend masterclasses provided from various universities
- In the talented domains of Art, Drama, PE and Music students will be referred to external agencies as appropriate and forwarded to representative teams, county orchestras and Gwent theatre productions
- Departments will where appropriate have extracurricular clubs for all ambitious learners will be able to extend their work and have extra support

The school will provide challenging enriched experiences through a purpose driven curriculum that offers learning activities that are focused on the needs and talents of the learners. We are committed to inspire and provide learners, especially ambitious learners, access to a rich, stimulating and differentiated curriculum with appropriate stretch and challenge.

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3. Partnership and Collaboration

Parents and carers of learners who are more able and talented will be made aware of this and they will be encouraged in supporting their child's learning outside of school.

Similar to other groups of learners, the school collaborates closely and recognises the significance of partnerships, opportunities derived from working with other schools and organisations, and effective communication with parents/carers.

Chepstow consistently involves learners in interactions with universities, other educational providers, and employers. Furthermore, the school regularly seeks partnerships with organisations capable of training and developing school staff to offer expert advice and guidance to ambitious learners. This is particularly focused to those facing barriers to accessing higher education, apprenticeships, and other employment opportunities.

4. Tracking and Monitoring

All learners identified as ambitious will be monitored using the ambitious learner list highlighted on marksheets in SIMS and ClassCharts. Evaluation of performance will be consistently undertaken at appropriate intervals in line with the assessment recording and reporting schedule. Intervention will be appropriate and personalised, exceptional performance will be celebrated. Ambitious learners are expected to make appropriate levels of progress. They are targeted to obtain A*- A grades by the end of yr. 11 and A*-A at A Level.

The school establishes ambitious learner targets, referred to as Global Grades. Robust monitoring and target-setting systems form the foundation for effective pedagogy and the progression of learners. These ambitious Global Grades support our learners to reach their full potential, guiding them toward high achievements through an appropriate curriculum and successful teaching.

As part of the self-evaluation process provision and outcomes are evaluated for ambitious learners. Identification of strengths and areas for development inform priorities for the school development planning.

5. Staff development

Pedagogy leads in line with the pedagogy map will continually drive high standards of teaching and learning within their AOLE/curriculum areas. They will empower staff through training on DRICE

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principles to stretch and challenge and engage all learners with various strategies. The curriculum leader will oversee the tracking and monitoring of learner progress.

Whole staff professional learning sessions will have a focus on adapted learning and pedagogy approaches to effectively extend, stretch and challenge all ambitious learners.

Curriculum areas are responsible for maintaining and delivering teaching strategies for ambitious learners. Ambitious learner updates from ESTYN and Welsh Government will inform ambitious learner practice and policy.

6. Governing Body

There is a link governor for ambitious learners and provision at Chepstow School.

ⁱ [Welsh Government: More Able and Talented](#)

ⁱⁱ [NACE: More Able Learners](#)

ⁱⁱⁱ [The Seren Academy: An Overview](#)

Appendix

Examples of Ambitious Learner Enrichment Activities	
<ul style="list-style-type: none">• Mentoring• Value Group Sessions• Subject Based Competitions• Industry Masterclasses• STEM Army Workshop• Crest Award• UKMT• Palmer Centre Project• External Speakers• Careers Talks• Careers Fayre• Extra-Curricular Clubs• Sporting Clubs• Drama Clubs• Art and Photography Club• Coding Club• Girls Coding Club• Chess Club• CyberFirst Adventurers and Trailblazers• CyberFirst Girl's Competition• Expressive Arts Careers Events	<ul style="list-style-type: none">• Expressive Arts Showcase• Artist Workshops• Chepstow Festival and Arts• Exhibition Visits• GWENT Music Sessions• Ffotogallery Studio sessions• Geography Field Trip• Trips in DT• Residential Trips• Seren Trips• Theatre Trips• Senedd Trip• Welsh Themed Events• Siarter Iaith• Cynefin• Cymdeithas Gymraeg• Urdd Competitions• Duolingo Competitions• Diwrnod Shwmae – Bore Coffi• Skills Cymru