



# Bishop Gore School

## **More Able and Talented POLICY**

Date of policy: 7 September 2016

Date of review: September 2017

Person responsible: Karen Williams

## **More able and talented Policy Context**

### **Meeting the Challenge**

#### **Estyn**

There is no universally-agreed definition of learners who generally would be recognised as more able. In Wales, the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The term 'more able and talented' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity.

#### **WAG 2008**

'Ability and talent can manifest itself in many ways, e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards of all pupils. Research shows that schools that focus on the needs of more able and talented pupils improve the quality of learning and raise standards of achievement for all pupils'.

#### **City and County of Swansea**

'In Swansea we have entitled our policy for the more able and talented as 'Developing Talent for All'. The LEA has taken this approach because we believe that the 20% (approximately) of the school population, who are 'more able and talented', will vary enormously depending on the particular area of talent and other factors such as maturity, experience and personal motivation etc. With this in mind, the LEA wishes to encourage schools to recognise that the number of talented pupils in a school is likely to be greater than 20% of the population and that pupils' talents will only emerge when opportunities are created within and beyond the curriculum.'

(Developing Talent for All. A Policy for the More Able & Talented in Swansea 2008)

**At Bishop Gore School** we believe in creating an inclusive learning community that celebrates the uniqueness of all learners. The school will promote stimulating and challenging experiences through a broad and balanced curriculum that also offers learning activities that focuses on the particular needs and talents of the learners. We are also committed to identifying and meeting the needs of learners as early as possible in order to enable them to achieve their best.

## Definitions

Talented pupils are pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In Bishop Gore School pupils should have the opportunity to demonstrate and celebrate their talents, whilst at the same time being up supported, challenged and extended further in their area of talent.

**More Able and Talented (MAT)** is the general term for this concept; Learners may be more able and/or talented in diverse fields, e.g. academic, creative, sporting, social etc.

**More Able learners** would demonstrate a higher ability than average and would often require differentiated tasks and opportunities to learn through challenges.

**Most Able learners** would be working at two levels/grades above the majority of learners in a class and would sometimes require additional and different provision.

**Talented learners** demonstrate an innate talent or skill in creative or sporting fields.

**More Able and Talented learners** may be 'high flyers', coasters, underachievers or disaffected. Talents can be in one or more areas, such as:

- core subjects CS
- specific curriculum subjects SCS
- organisational ability OA
- leadership L
- creativity C
- thinking skills TS
- social skills SS

## Aims

- To develop provision for more able and talented learners that reflects the LEA policy
- To develop a curriculum that extends and enriches the learning experiences of this particular group of learners
- To develop a range of learning and teaching strategies that extend and support learners' development
- To work effectively in partnership with learners and parents/carers to develop individual learning programmes
- To identify and create a database of More Able and Talented Learners at Bishop Gore School
- To ensure effective monitoring and evaluation systems are in place

## **Identification Strategies**

We are committed to identifying learners in response to the definition of more able and talented learners which will enable us to accurately identify a diverse range of abilities. We do not intend defining a learner as more able and talented based on the results of a single strategy but rather from a combination of the following:

- Information from Partner schools/Primary Schools
- AWRT
- MidYIS Scores
- Yellis Scores
- ALIS scores
- Spelling ages/Scores
- Global Grades/Performance Grades
- Teacher nomination and observation based on coursework
- Preferred learning styles
- Parental nomination based on skill, interest and abilities

## **Roles and Responsibilities**

Bishop Gore School recognises that successful provision for more able and talented learners is dependent on partnership. We acknowledge that this includes all stakeholders:

### **Learners**

Bishop Gore aims to provide a stimulating learning environment for all its learners and this includes the more able and talented learner.

### **Parents/Carers**

- Bishop Gore is committed to making parents/carers aware that we are committed to meeting the needs of all learners.
- Parents/Carers of learners who are more able and talented will be made aware of this and their child's IEP will be shared with them. They will be encouraged to take responsibility for supporting their child's learning outside of school.

### **Curriculum Coordinators**

- Each Curriculum area will nominate a teacher with responsibility for MAT Teachers
- Teachers should use a variety of teaching strategies to meet the needs of MAT learners
- Teachers should discuss the planning for these groups of learners with MAT Co-ordinator so as to ensure learners' needs are being met.
- Extra-curricular opportunities should be provided.

### **Learning and Teaching**

Teaching and learning strategies could, where appropriate, include:

- Varying groups to suit tasks
- Setting

- Working with Older learners for some subjects
- Extension opportunities/Acceleration
- Learner initiated opportunities
- Differentiated teacher questioning
- Targeted use of LSA's
- Adopting a problem solving approach
- Adopting a skills based approach
- Awareness of learning styles
- Special tasks of responsibility
- Visits by experts/Links with outside agencies such as Universities, Colleges and other schools
- Consultation with the LEA co-ordinator
- Use of MAT learners as mentors
- Acknowledging learners' success through displays, rewards, letters, the school website; presentations.
- Encouraging identified learners to share their expertise and skills, supporting others within and outside the classroom.
- Extension Days

#### Monitoring and Evaluation

- Action plans should be monitored and reviewed regularly to assess the whole school policy
- All monitoring and evaluation should reflect Bishop Gore's self-evaluation procedures and monitoring and evaluation policy
- The MAT register, together with learners' IEPs should be regularly monitored and reviewed by the co-ordinator
- Learners should be aware of the IEP review process so that they can be instrumental in setting their own learning targets



How subjects provide learning opportunities for MAT pupils

## **English**

Gifted and talented pupils perform well in English Language and English Literature courses. The percentage of pupils achieving levels 7/8 in year 9 and grades A\*/A at GCSE is consistently high. This is mirrored in the large numbers of pupils choosing the subject for A level where, again, achievement of the top grades is very pleasing.

Differentiated schemes of work from years 7-11 provide breadth and balance, ensuring that all pupils are suitably challenged. Most able pupils are encouraged to at least achieve their global grade and, where appropriate, exceed it. Performance is systematically tracked with performance grades measured against global grades. Underachievement is dealt with proactively; details are fed into review days and parents are invited in to discuss problems in subject surgeries. A high level of challenge is intrinsic to schemes of work written for able learners.

Higher order reading skills are developed from Key Stage 3 to enable more able and talented pupils to analyse, evaluate and make judgements on literary and non-literary texts. Specialist vocabulary is learned and consolidated. Oracy is developed in a variety of contexts – both formal and informal. Able pupils in Key Stage 4 are encouraged to participate in formal debates, in-house and in external competitions. A wide range of writing genres and styles are practiced in Key Stages 3 and 4. Pupils are encouraged to develop a sophisticated style in writing, adapting style, form and register according to context. Schemes of Work direct a fortnightly written homework. More able and talented pupils are set extended writing pieces of different types, enabling them to constantly improve their style.

At GCSE 'stretch and challenge' are facilitated in choice of texts for GCSE English Literature. Unlike many schools, two sets of pupils study a Shakespeare text for the external examination rather than a modern play, preparing them well for 'A' level. Similarly, more sophisticated plays are studied for controlled assessment tasks and the more challenging novels are studied for the external examination.

Teaching and learning are governed by high expectations of pupil achievement. Rich questioning is a powerful learning tool. Pupils experience a range of teaching and learning strategies. Literacy skills are systematically developed to a high standard. Able pupils are encouraged to become autonomous, independent learners. Extension tasks are provided where appropriate. Lessons are delivered with enthusiasm and passion. Assessment for learning strategies are utilized extensively. Self and peer assessment are particularly effective with able pupils, developing their ability to review and revise their own work. Formative feedback, showing pupils what they have achieved, with clear guidance and target setting on how to improve, is regularly, systematically provided.

Year 11 and 13 pupils are given opportunities to visit the theatre, particularly when set texts are dramatised. Debating activities include entrance into the Rotary Club 'Youth Speaks' competition.



## Mathematics

### GIFTED AND TALENTED POLICY

In mathematics, able pupils:

- Grasp typical content more quickly and at an earlier age than classmates
- Often skip steps when solving problems: use an unexpected method
- Will do problems abstractly, without concrete aids
- Look at patterns and relationships and can explain them
- Can concentrate for a long time on a problem
- Have exceptional mathematical reasoning, ability and memory
- Are capable of independent self-directed activities
- Enjoy maths, puzzles, games, etc

However, it should not be forgotten that these pupils still need stimuli to further their ability, in particular when reasoning or modeling situations.

The DfES classify the top 5-10% of ability as being 'Gifted and Talented'. As a comprehensive school with - generally speaking - an average intake, we use the 5% figure to identify pupils to be considered for the 'Gifted and Talented' Academy, and the 10% figure to identify pupils who should be monitored and highlighted in our registers. While these figures can only be taken as a rough guideline, the following points are relevant to all these pupils.

We aim to:

Provide enrichment and extension activities to develop breadth of mathematics and depth of thinking

Encourage a culture of 'What if...' and 'Give me two more examples of...'

Identify appropriate activities and resources on schemes of work

Direct pupils to relevant websites providing puzzles and challenges

Provide textbooks & other resources containing a suitable level of challenge

Enter pupils identified as 'Gifted and Talented' in one of the three levels of the UK Mathematics Challenge

Use setting in years 10/11 to ensure that all pupils identified as 'Gifted and Talented' are in higher tier classes

Indicate all pupils identified as 'Gifted and Talented' to staff

Not divulge administrative 'Gifted and Talented' information to classes

Participation in maths masterclasses at Swansea University

Studying GCSE additional maths in year 11

Studying Further Maths at A/S and A2 level

Teaching approaches used should match tasks to pupils' abilities. Whilst good practice in all classes, the following points are particularly relevant for more able students.

Further advice for teaching more able pupils, along with a list of websites, can be found in the 'Teaching and Learning Styles' section.

#### Recent/new initiatives

A new link has been established with Techniquest to provide workshops for 'Gifted and Talented' students.

A yearly trip is organised for new y7 pupils to visit Techniquest to take part in enrichment activities.

UKMT tasks are given via starter activities in lessons.

Students sit exams early in y10 and November year 11 to enable them to study additional maths.

More pupils are entered for additional maths exam in year 11.

A new AS course has been introduced for the first time this year – additional maths – raising the profile of Maths at Bishop Gore and has attracted students from other local schools.

A y12/13 team will be entered for the first time in the UKMT maths team challenge.

Extra weekly revision has been given to our higher tier students at GCSE level.

Tutorials have been set up for students at A-level.

Sixth form students act as mentors for younger pupils to improve their maths skills – thus improving their communication skills.

#### Next steps

Appoint a new Gifted and Talented co-ordinator – this will be indicated on performance and management.

Develop more resources to stretch our 'Gifted and Talented' students.

## Science

### **Religious Studies**

To ensure that learners who have been designated as 'more able and talented' are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such learners are encouraged or required to read, write and talk about their work, and to engage in discussions and/or to work with similarly able learners, either from this School or from some other in the locality or further afield, if possible.

There is not a detailed, standard curriculum for more able and talented learners, because their needs are very individual. The emphasis is on the development of a target-based programme in order to meet individual learners needs; build upon their individual strengths and encourage development in areas in which they need support.

The department will discuss MAT learners during departmental times and focus on strategies to stretch and extend their skills. At KS3, pupils will be taught in their teaching sets whereby T&L activities can be pitched in order to stretch and challenge all learners with appropriate activities given to enrich and foster independence for the more able learners.

At key stage 4 and 5, students will be given personalised packages (extra reading/ investigation/ research) to allow MAT students to develop their skills and achieve the A\* grades.

Letters home, learners of the week and displays around school will all be utilised by the department in order to promote a culture which motivates and enthuses our more able and talented learners.

## **History:**

KS3: All SOW have extensive opportunities for pupils to achieve A/A\* with AFL success ladders linked to the National Curriculum. Pupils are also encouraged to undertake detailed project based homework requiring additional reading and thorough research. All homework activities give pupils the opportunity to further develop their research skills and to widen their understanding of the topics studied in class. A wide variety of assessment opportunities allow MAT learners to achieve their potential no matter what their preferred learning style. All lessons that involve MAT pupils are planned and resourced to ensure that opportunities are provided to evidence A/A\* grade work. Independent learning and opportunities to develop thinking are integral to bespoke learning package offered to our MAT pupils. They are provided with regular opportunities to challenge popular historical interpretations, critically evaluate evidence, debate current affairs linked to historical events and produce substantiated judgements. DEW classes have the opportunity to undertake Humanities GCSE in year 9. This provides an extremely challenging course for all pupils allowing them to develop skills ready for the next stage in their learning.

KS4/5: All MAT pupils studying History at GCSE/A Level are provided with an Individual Learning Plan (ILP). This bespoke package provides each pupil with specific targets based on their individual needs. They are provided with specific mentoring and development opportunities based on their IEP. This may involve them receiving additional work or challenges. Moreover, it provides these pupils, particularly at KS5, with opportunities to support in the History classroom. MAT pupils are encouraged to run revision sessions for younger pupils and provide extra guidance in KS3 (and KS4) classes. A\* exam master classes are provided for all MAT pupils. These showcase the higher order exam skills and ensure that these pupils have access to the latest examiners reports, mark schemes, techniques and past paper scripts. Regular revision sessions are available to KS4/5 pupils that routinely provide access to A\* materials and ensure that every pupil is exposed to vast experience within the department in WJEC marking and moderation.

## **Geography**

KS3 -

All SOW have extensive opportunities for pupils to achieve A-A\* with AFL success ladders. Pupils are also guided to undertake detailed project homework requiring additional reading and research. A wide variety of assessment opportunities allow MAT learners to achieve their potential no matter what their preferred learning style.

DEW have the opportunity to undertake Humanities GCSE in year 9. We also have a MAT class who started their GCSE Geography in Yr 10.

We have Geography student representatives from Yr 9 who run Geography Club. There are also plans for a Geography Trip to Snowdon to extend those with a passion for the subject.

KS4

At KS4 we encourage outside speakers from groups such as sustrans and Swansea Tidal lagoon to engage MAT students.

MAT pupils are offered A\* focused revision sessions. We also implement targeted AFL using mark schemes and examiners reports for MAT pupils.

We are also engaging with Swansea University to deliver sessions to encourage pupils to take A Level and Further Education courses relating to Geography.

Pupils are given exemplar A\* material to assess and learn from.

## **Modern Foreign Languages**

Native speakers are identified and assessed in Year 7. They are given past papers in order to assess ability. It is often the case that native speakers are less able to read and write in their mother tongue. On assessment, pupils are either returned to normal lessons to learn alongside other pupils, often being used as 'teachers' or support to others in classroom for oral and listening work. It is also possible that they are withdrawn from lesson for self-supported study and entered for GCSE at any stage before the main Y11 exams. Their learning is supported by us in the form of extra tuition and specific training towards the skills required for the exam.

### Strategies used within the classroom for non-native language MAT learners;

1. We have seating plans where the least able are seated next to the MAT learners, in order that the latter is able to support the former.
2. Written homework is often open-ended as to length and detail, to suit all learning abilities. However, all pupils are aware of what needs to be included to reach the higher NC levels and how it related to Global Grades.
3. Pupils have lists of MFL websites through which they can access and practise a wider range of vocabulary and grammatical structures than those covered in class.
4. On school trips abroad, MAT learners are encouraged to speak more and use language acquired.
5. In class, MAT learners are given extension activities in addition to 'normal' class work.

## Welsh

When joining Bishop Gore, fluent Welsh speakers are identified at the earliest opportunity and all staff in the department are made aware of these pupils. We aim to provide opportunities for these pupils use their language skills in everyday conversations with staff and their peers. We also provide appropriate extension activities in lessons to ensure their reading and writing skills develop to the same level as their oracy skills. Fluent pupils have the opportunity to sit GCSE courses earlier with the aim of securing the highest grade possible.

KS3: At KS3, all SoW provide opportunities to stretch pupils and encourage them to achieve the top grades. All staff utilise the 'Bocs Bendigedig' in lesson which provides additional vocabulary for pupils to utilise in order to extend and improve their work. All pupils are aware that by including this additional vocabulary in their work, they are able to access higher grades. Staff also utilise appropriate questioning techniques in lessons, encouraging pupils to identify patterns in the language and to apply previous knowledge in different situations. Appropriate extension activities are also provided where appropriate which aim to enhance pupils' understanding of the requirements of an A/A\* grade. As a department, we endeavour to provide appropriate enrichment opportunities for pupils and currently offer a Welsh club to all pupils at lunchtimes which aims to provide an opportunity for those who have an interest in Welsh to practise and further develop their language skills whilst socialising with their peers. Further extra-curricular opportunities are offered to pupils such as a residential visit to the Urdd camp, participation in the school Spelling Bee and the annual Eisteddfod. Following a review of our curriculum, DEWI will start the GCSE course in year 9 with the aim of completing a full course GCSE by the end of KS4. This will allow more able pupils to access the higher tier exam papers and achieve their full potential.

KS4: At KS4, pupils are set according to their ability in Welsh, allowing us to target MAT pupils in one class. Our aim is to enter this class for the higher tier Short Course paper, allowing them to access the best grades possible. A separate SoW has been created for these pupils to ensure they have the opportunity to explore more sophisticated language patterns and to address the requirements of the higher tier course. Staff still utilise the 'Bocs Bendigedig' as introduced at KS3 to ensure all learners understand the requirements of an A/A\* grade at GCSE. Pupils also complete series of tasks based on previous examples of coursework and exams to enhance their understanding of the requirements of the top grades but to also inspire them to achieve the same success. After school sessions are offered to pupils with the aim of ensuring they achieve their full potential.

## **Drama**

In all drama lessons high expectations are set for all learners and all schemes of work incorporate provision for MAT learners regardless of which teaching groups they are in. Approaches include strategic grouping, specific activities; effective questioning. Learning outside the classroom is enriched through engaging and practical activities including theatre trips, school productions as well as projects with high profile companies such as the National Theatre (NT Connections Project). Learners are also encouraged to join West Glamorgan Youth Theatre Company's Outreach (wgytc Outreach) programme and audition for the main residential company in the autumn term each year. This is available for those aged 13+. Learners who have an interest in acting/performing and stage management/technical are nurtured through these activities.



## Music

All music KS3 SoW have opportunities for MAT pupils in every learning block. Musical activities generally scale very well from the lowest to the highest ability, and MAT pupils are always provided with tasks that will push them to the next level. Strategies include differentiated worksheets and performance tasks, strategic grouping and effective questioning. Composition is often the area in which MAT pupils can excel, and this is where it is possible to identify MAT pupils who may not have formally learnt an instrument but who, nonetheless, have a very good ear for music.

MAT pupils are encouraged to participate in the many extra-curricular music activities that happen in the school, and often form the core group of pupils who perform at the school concerts. MAT pupils will also be asked to participate in the band for shows, and be heavily involved in the ensemble performances at GCSE level. They often have lessons with the peripatetic staff who teach in the school.

MAT pupils are also encouraged to develop their musical skills outside of a formal environment, and they are encouraged to use school facilities in break, lunch and after school. MAT pupils often form bands together, which are then encouraged to perform at school concerts. A lot can be gained by simply 'jamming' with the students when they are not formally learning, as well as providing them with musical material should they request it.

## **ICT**

In ICT, at KS3, pupils are grouped by their ability and a variety of high-challenged, creative, open ended, independent tasks using individual research are set within development blocks to suit all levels of ability and to provide a wide range of challenging experiences and problems to be solved.

Opportunities are provided for pupils to continue to develop further skills by encouraging them to attend Computer Club at lunchtimes (pupils are encouraged to complete the Apps for Good course and work to achieve projects set up by Technocamps e.g. Lego Programming Club and Robotics Challenge).

The current KS3 Scheme of Work provides opportunities for pupils who are more able and talented to work independently to reach level 8 (using skills ladders) in all elements of the NC ICT specification. Enrichment opportunities are set up to involve pupils in using ICT in realistic situations, using outside agencies such as Technocamps, outside speakers, IT Wales, Careers Wales and Swansea University. The department uses a range of higher order questioning, learning styles, stimulating teaching approaches and organisational strategies including providing an ICT and Computing curriculum which offers breadth, depth and flexibility to meet the needs of more able and talented pupils. The department uses a wide range of digital technologies within its teaching and learning approach and provides access to ICT resources to all individuals.

At KS4, more able and talented pupils will have chance to complete up to 2 GCSE's working at the best of their ability. At KS5, more able and talented pupils can achieve the A level ICT qualification in one year. The department provides access to the curriculum through VLE (currently Moodle, moving towards Google Classroom) which allows pupils to access work and assessment at home and provides extra extension activities which also can be done for homework. The department encourages MAT pupils to share expertise and skills, supporting others in the classroom and outside the classroom, acting as mentors in support groups.

We acknowledge learners success through displays, congratulation letters home, school website (learners of the week), local newspaper articles and Technocamp websites which inspires and motivates our more able and talented learners. Parents and Carers will be made aware through review days and parents evenings of their child's talents in ICT and Computer Science and encouraged to be further challenged in school and in the home environment.

## **Design & Technology**

Design and Technology classes are set by ability; differentiation is applied across all groups. Teacher expectation is raised in terms of work set and work

undertaken by pupils. Pupils are expected to be more independent learners and research in depth about particular technology related curriculum areas. They are expected to analyse, discuss, evaluate and draw conclusions from a number of situations.

The current KS3 Scheme of Work across the department is embedded with extensive enriched literacy and numeracy tasks to reflect the LNF aspects; they also incorporate level 8 tasks via a ladder to success and independent assessment sheets, pupils take responsibility for their learning and develop three targets a term.

One of the main strands in design and technology is a 'Product Analysis', where pupils are expected to reflect in-depth on existing products, writing a comprehensive analysis of a product, where it sits in the market and in addition the effects it has on the environment in terms of sustainability and economically. This creates an effective and purposeful literacy task while meeting National curriculum expectations for design and technology.

Development block assessment tasks are set to stretch the MAT pupils who thrive off challenges to further investigate a given task. A challenging success criteria is visual in order for pupils to be aware of what they must do to achieve these high expectations and levels.

Higher order questioning is used to extend pupils, a variety of learning styles are adopted and the use of a number of Computer Aided Design (CAD) and System & Control programmes are taught at various levels and expectations of students.

At KS4 pupils are encouraged to attend regular revision sessions, access Edmodo Classrooms and encouraged to gather independent research on a particular topic. Pupils are put in for their GCSE exam in year 10 and undertake a Controlled Assessment Task in year 11.

The Design and technology department attend a number of exciting and challenging visits targeted at MAT pupils such as, Engineering Team Challenge, Girls into Engineering, WJEC Design Innovation Awards.

## **PE**

Staff track pupils performance grades to ensure potential MAT pupils are on MAT P.E. register

P.E. audit identifies MAT learners who participate in clubs and activities outside school e.g martial arts

Staff identify MAT learners in their G.C.S.E. practical and theory lessons.

Provision for MAT learners in P.E.

Staff identify MAT learners in their practical lessons and school extra-curricular activities, including 5 x 60 clubs

In practical lessons, pupils are given differentiated tasks, coaching roles and umpiring/refereeing roles

Pupils are encouraged to attend extra-curricular clubs inside and outside school

Pupils are encouraged to represent school teams in team games, gymnastics, athletics, cross country and swimming

Pupils are encouraged to coach and referee with teachers' supervision in school clubs

Pupils are given opportunities to attend district, county and national trials

Pupils are given opportunities to attend courses and gain qualifications in coaching, umpiring and refereeing in team sports

Pupils are given opportunities to attend 'Dragon Sports' and 'Young Sports Leaders' qualifications, in year 7,8 and 9 they will be prepared for sports' leadership roles in lessons and clubs.

More challenging tasks are set in G.C.S.E. practical classes

Pupils may be given opportunity to follow G.C.S.E. P.E. in extra curricular time

## **Business Studies**

In Business Studies at KS4, pupils are encouraged to develop their analytical and evaluation skills through specific extended writing tasks. Pupils are identified at the start of Year 10 and are provided with writing frames to highlight the necessary requirements. As the year progresses those writing frames are withdrawn from pupils.

All pupils at Key Stage 4 are studying towards attaining Level 2 Extended Certificate in Business (30 credits). However, MAT pupils are encouraged to undertake additional units with the view to achieve additional unit accreditation or undertake an extra 30 credits to achieve a Level 2 Diploma.

Pupils are supported through structured lunchtime sessions whereby additional theory is taught to allow for the additional units to be completed. The pupils are able to complete the units at home and during class time alongside the units required for the Extended Certificate.

At KS5, pupils are set additional tasks that are based on business news of that week. They are required to investigate the theories behind the articles. In addition, Business Review booklets are kept in class to allow MAT pupils to take them home and read the articles based on business theories.

Within the class environment pupils are set additional investigative tasks to that of the main activity. This allows them to develop their knowledge and understanding of various theories to allow for application, analysis and evaluation.