More Able and Talented Learners Policy

Date: September 2024

Review Date: July 2026

	Signed	Date
Chair of Governors		24.10.24
Headteacher		24.10.24
Designated SLT		
Designated Governor		
Union representation		

Rationale:

'Education in Wales, Our National Mission', has set a challenge for schools to improve leadership and provision for more able and talented pupils, all within the context of a new curriculum. Underpinning our policy for MAT learners is the guiding principle laid out in the Welsh Government's plan for the development of quality education for all pupils in Wales: *'We can, and will, support all our young people to make the most of their potential.'* Education in Wales, Our National Mission – Ministerial Foreword.

We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its pupils, in the pursuit of the highest academic and pastoral achievements.

All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

1. Aims:

We value the success of all our learners and strive to ensure that all pupils utilise every opportunity to achieve the highest of standards. We recognise the needs of More Able and Talented (MAT) learners and are committed to developing strategies for:

● **Identifying MAT learners-** pupils who are achieving or can be encouraged to achieve in advance of their average for their year group.
● **Challenging MAT learners -** providing for the specific learning needs of those children.
● **Supporting MAT learners -** providing additional guidance about progress and achievement and extra-curricular opportunities.

Our policy also aims to provide guidance to secure effective leadership of MAT learners provision and ensure staff are provided with examples of research findings and action research in order to improve the quality of teaching and learning.

2. Defining MAT Learners:

2.1 We define our Mat learners in line with Welsh government guidance *"the term More Able and Talented encompasses approximately 20% of the school population and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas."*
and the definition in the CSC 2018 Regional Strategy Document:

"The term More Able and Talented is used in Wales to describe pupils with abilities developed to a level substantially ahead of their peers or with such potential. These pupils may require enriched and extended opportunities within the classroom as well as across all areas of their education, in order to develop their abilities across areas of learning and experience".

Therefore, our 'more able and talented' may be in one of the following categories:
● Learners who possess a general academic learning ability that is significantly greater than most of their peers;

● Learners who achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills. A talented learner may excel in one or more specific field:
- Creative and Performing Arts, Art, Design & Technology, Drama, Music, Physical Education/sporting ability; and/or extra-curricular pastimes – e.g. Chess.

2.2 “Most able” -In line with Welsh Government guidance, we acknowledge the definition of approximately the top 2% of learners as the “most able” (or exceptionally able) and responsibility to ensure quality provision to meet their learning needs.

2.3Teachers may also identify “dual exceptionality pupils” who are more able or talented but also subject to a barrier of learning, such as Dyslexia, Asperger’s Syndrome, or a physical disability.

3. Identification of MAT Learners:

3.1Identification of MAT learners needs to be ongoing. Learning is not a linear process and learners progress at different rates. In order to cater for this complexity, a variety of sources for identification are used which include qualitative and quantitative methods:

● Teacher recommendation in specific curriculum areas;
● Partnership school information (KS2-KS3 transition);
● National Curriculum levels achieved;
● Statutory test results (e.g national numeracy tests, CATs)
● Records of achievement/test and assessment results (including reading ages)
●Extra-Curricular activities;

A matrix based on the above criteria has been designed to make an initial identification of MAT learners on entry to school and this is updated regularly to ensure further identification of pupils who may develop as MAT learners at a later stage of their education. In addition, the schools Sims tracking system and the SMID data platform will be used to track progress of the identified pupils.

3.2 Learners who are identified as being MAT by subjects will be added to the school register that will accessible to all staff via Microsoft Teams. This will be monitored by the school and reviewed on a termly basis. Subject leads will use specific identification criteria in order to determine this and will work with subject teachers to ensure challenge within their subject.

4. Coordination and Monitoring

4.1 The More Able and Talented Register for pupils is coordinated by a lead teacher who is also a member of the Senior leadership (T. Griffith). The register is reviewed on a termly basis, in association with raising standards meetings. Across the school we will analyse existing data relating to those learners capable of high achievement in one or more domains, including data on prior attainment and achievement. This data will be analysed at termly intervals in association with raising standards meetings and will form a part of the reports to parents.
Quality assurance systems will ensure that there are robust procedures for standardisation and moderation of standards.

4.2 Regular monitoring and evaluation of teaching and learning of MAT pupils will take place through activities in the school’s quality assurance programme, including learning walks, book scrutiny and listening to learners.

4.3 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupils and teachers.

4.4 We recognise that some pupils who are more able and talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child. This will also involve the ALNCO.

5. PROVISION FOR MAT PUPILS

5.1 Curriculum Provision and Pedagogy

- Some key principles in planning for MAT provision include:
- A curriculum designed to allow more able learners challenging and enriching learning opportunities
- A flexible curriculum which values learners' interests and styles and allows for independence in the pursuit of knowledge and understanding
- Regular reinforcement of high expectations, e.g. with a Challenge Wall;
- Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
- Conceptual learning to feature highly, with tasks which prioritise problem solving, enquiry, high-level analysis, application and synthesising of learning and bigger picture thinking
- Advanced material and resources, for example sources taken from contemporary developments and research
- Cross-curricular links ("interconnectedness") and real-life exemplification
- The focus on thinking and study skills, including development of metacognition
- Teaching with planned opportunities for depth, breadth and pace in learning
- Learning which involves self-direction, collaboration and independence
- Assessment practices which pinpoint reliably learners' achievement and progress and inform teaching and support strategies.
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience.

5.2 Extension and Enrichment

Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
- Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extracurricular activities programme; and
- Partnership with other schools or external organisations, for example workshop events, Seren network events, the Brilliant Club and other local, regional and national schemes/competitions.

6. RESPONSIBILITIES

6.1 Teachers should:

• Identify the pupils who meet the criteria;
• Use enrichment/extension opportunities appropriately;
• Identify and address underachievement.
Pass on the names of pupils identified as talented in a specific subject to the SLT lead;
• Provide work that contain enrichment/extension materials for identified pupils;
• Ensure that enrichment/extension materials are being used appropriately by staff; and
• Encourage children to enter local and national events and competitions.

6.2 Subject Leaders should:

- liaise with the SLT lead over the early identification of more able and talented learners.
- support the process of identification of talented pupils with relevant subject specific evidence.
- use pupil data in order to effectively track and monitor pupil progress in specific subject areas.
- Seek and identify extra-curricular opportunities that will enhance the learning of MAT pupil in their subject area.
- Ensure that the provision for more able pupils in their subject area is well planned to allow for accelerated progression
- monitor and evaluate the work and enrichment activities provided in their subject area for MAT pupils.

6.3 The More Able and Talented Co-ordinator/ALNCO/SLT Lead will have responsibility for the following:

- prepare from prior attainment data a register of the MAT pupils in each cohort and the most able;
- gather names of identified pupils from all areas of the curriculum;
- categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff;
- monitor and track the progress of pupils identified ensuring that the register is sustained and updated regularly
- prepare courses of action for children who are identified as able in many areas (by agreement with senior management);
- monitor the provision of more able and talented pupils;
- evaluate the progress made by more able and talented pupils on an annual basis; and
- lead/co-ordinate staff development and raise awareness through effective training provision
- liaise with class teachers, subject/faculty leaders, SLT and Governing Body;
- provide advice and guidance on extending opportunities and linking to other agencies such as the Seren network.

6.4 The Teaching and Learning lead should:

• Monitor schemes of work and ensure that they allow opportunities for enrichment and extension; • Work with the More Able and Talented Co-ordinator to oversee the process and activity;

• Include items concerning the provision of more able and talented children on meeting agendas;

• Ensure that staff are made aware of opportunities for CPD development in supporting the needs of more able and talented children.

6.5 Learners:

More able and talented learners will be asked to set their own rigorous learning targets and will be provided with work that is differentiated appropriately to meet these targets.
Learners will be surveyed to identify their key strengths and skills to aid in the identification of MAT traits

6.6 Governors:

- An identified MAT link governor will be identified and will support the school in matters relating to the review of this policy.