



Ysgol
Hamadryad

More Able and Talented (MAT) Policy

Headteacher:

Mrs Rhian Carbis

Chair of Governors:

Dr Dafydd Trystan

Date of original policy: March 2017

Reviewed: March 2018, March 2019 and November 2020

Member(s) of staff responsible for policy: Headteacher and Deputy Headteacher and MAT co-ordinator.

Review Date: November 2021

Ysgol Hamadryad

More Able and Talented Policy

Introduction/Rationale

The school has a responsibility to meet the needs of all pupils. Effective practice for more able and talented learners and those who are exceptionally able will support good practice in the learning and teaching of all learners.

At Ysgol Hamadryad approximately 20% of our pupils are considered to be more able and talented. All pupils are encouraged to develop their skills and fulfil their potential. Provision and support are based on the principle of equal opportunity. Talents and abilities will vary across a wide range of subjects and areas. Our MAT policy encompasses all aspects of learning and school life and aims to develop the whole child. A whole school response is required to ensure this.

We endeavour to meet the individual needs of all learners who are all equal in the school community. Access to a range of appropriate strategies is essential. This is in line with Welsh Assembly Government and LEA guidance, and the school's vision on inclusion.

This policy should be read in conjunction with other school policies, especially those for Equal Opportunities, Learning and Teaching and Assessment, Recording and Reporting.

We aim to:

- make early identification of our more able and talented pupils;
- promote each child's self-esteem;
- recognise and meet the whole child's needs;
- address specific skills and talents;
- widen opportunities and expectations by extending teaching and learning skills;
- liaise with parents, the community and other partnerships.

Key Documents

- *Guidance for Schools on Provision for More Able and Talented Learners - Schools and Lifelong Learning Service, Cardiff County 2013*
- *Supplementary Guidance for Inspectors - More Able and Talented Learners, Estyn September 2013*
- *The Learning Country 2 - 'Delivering the Promise' Department WAG 2006*
- *Meeting the Challenge - Quality Standards in Education for More Able and Talented Pupils, WAG 2007*
- *Curriculum of opportunity: developing potential into performance WAG, 2003*
- *A Curriculum for all learners: Guidance to support teachers of learners with additional needs WAG, 2010*

Definitions

The term 'More Able and Talented' is used to describe learners at Ysgol Hamadryad who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas. Educational extension and enrichment opportunities are integrated into the classroom curriculum, and therefore benefit all pupils. Staff provide a program of extended opportunities outside the classroom. The school assumes that 20% of pupils in the school's population are more able and talented, with 2% exceptionally able.

These definitions come from the Estyn document, 'Supplementary guidance for inspectors - More able and talented learners' 2013:

"In Wales, the term 'more able and talented' 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, such as music, sport and drama."

"It is important to recognise that the identification of more able and talented learners is linked to their context, regardless of how those learners compare to more able and talented learners in other providers. This means that in every provider, you should expect to find a group of learners identified as more able and talented as well as suitable provision for their development through the breadth and depth of their learning experiences and activities."

Depending on the needs of more able and talented learners enrichment or extended activities will be provided.

Extension activities ensure that the learner has opportunities within the curriculum that extend or enlarge understanding or experience.

Enrichment activities widen the curriculum through extra activities or subjects, or studying a topic in more depth than is usual for that age group.

Staff follow these steps to enrich the curriculum:

1. Ensure that each pupil is aware of the direction of the lessons and their context within the relevant programme of study.
2. Ensure that tasks set are challenging and differentiated accordingly.
3. Provide tasks and resources that extend and promote the more able pupils' engagement.
4. Encourage independent research in areas that will enhance knowledge and understanding.
5. Promote and pass on your enthusiasm for the subject and invite discussion.
6. Use open questions that allow unexpected responses in the class.
7. Inform pupils about clubs, television programmes/DVDs, books that may be of interest.
8. Do not continuously praise the standard of work produced just because it is better than the standard usually seen. This can make pupils unpopular amongst his/her peers. Set particular targets that extend the pupil.
9. Encourage the use of ICT to present work.
10. Ask the pupil to present a particular subject area to the rest of the Class.
11. Inform parents of the need to work co-operatively to support the pupil (library visits, suitable place to work, discuss with their child their interests/ideas), but also encourage activities that promote physical and social development of the individual.

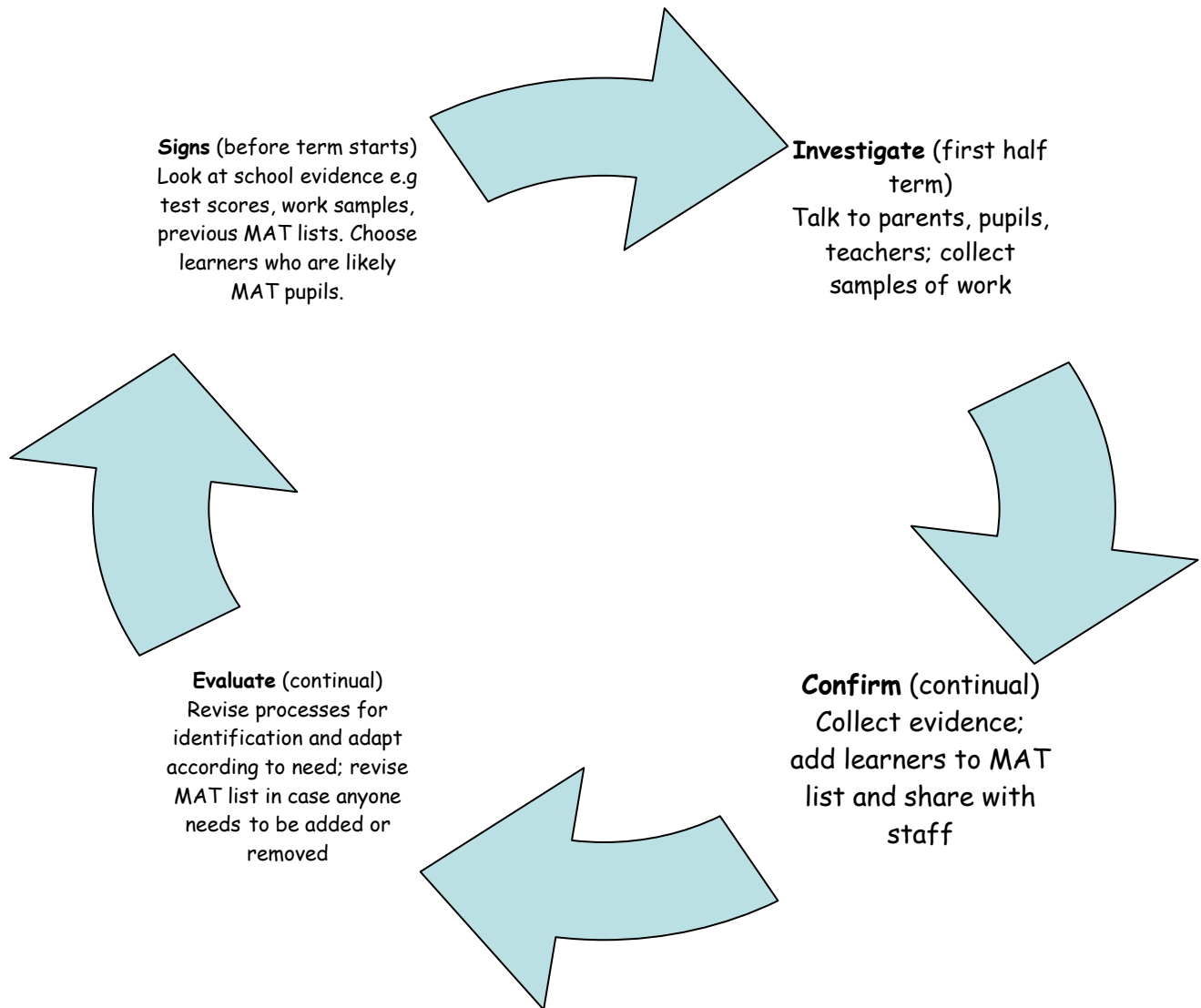
Identification

Staff use a spectrum of strategies to identify MAT learners. It is imperative to identify them early so that parents and teachers can give the appropriate level of support to develop their talent.

Referring, assessing and denoting can come from a spectrum of strategies:

- results of statutory tasks and tests
- results of whole school assessment procedures
- individual tracking procedures
- use of general checklists
- teacher identification
- self/peer identification
- links with parents
- links with club leaders and other leaders of extra-curricular activities

This diagram demonstrates how the identification of More Able and Talented pupils works in Ysgol Hamadryad.



Adapted from "Gifted and Talented Children in the Primary Classroom", Mike Fleetham, 2008

Provision

The school has knowledge and expertise to support MAT learners in lessons and out-of-class activities. These include writing, music, sports and art and craft competitions.

Curriculum/Organisation

This policy is part of the school's curriculum framework. The school provides a broad curriculum with depth and flexibility to meet the needs of our MAT learners. The school has developed an effective curriculum to meet the needs of all learners including MAT learners. The curriculum also takes the Literacy and Numeracy Frameworks, the 'Skills Framework' and other recent developments into account.

The provision across subjects, year groups and key stages is monitored by members of the Senior Leadership Team. Sufficient differentiation is planned for a wide variety of abilities and needs and tasks with an appropriate level of challenge will be provided for MAT learners.

Refer to the school's Assessment, Recording and Reporting policy to view the assessment procedures followed for all pupils, including MAT learners. Teachers and pupils share success criteria and staff make flexible and efficient use of resources.

Learning and Teaching

Learning and teaching strategies will include, where appropriate:

- use of grouping strategies that are appropriate to the task
- extending opportunities
- child-centred learning opportunities
- differentiated questioning by the teacher
- specific use of learning support assistants
- problem solving strategies
- strategies based on skills
- awareness of various learning styles
- special responsibility tasks
- visits by specialists
- use of MAT learners as mentors

Roles and Responsibilities

The school does not currently have a designated MAT Co-ordinator, that responsibility is shared amongst Senior Leaders who scrutinise data in terms of achievement and progress.

The Senior Leaders are responsible for the co-ordination of:

- Identification
- Recording
- Monitoring progress
- Developing individual curriculum plans
- Learning and teaching strategies
- Home-School Partnerships
- Whole school provision
- Continuous professional development

Transfer and Transition

The process of transition between year groups and key stages is an opportunity to discuss all of the learners and all of their needs. As part of that discussion MAT learners are discussed with reference to levels of achievement and potential; work already completed; learning styles and processes that are favoured; individual strengths and challenges; targets for future development. The MAT list is used not only to identify MAT learners but also to aid the process of transition between year groups.

All information on MAT learners will be transferred to the Secondary School and regular meetings will be held with the Transition Co-ordinator to discuss pupils' progress.

Resources

The Senior Leaders work closely with all staff to ensure that they have sufficient resources to meet the needs of MAT learners within their classes. Pupils have the opportunity to use a variety of ICT resources and the school library provides opportunities for further research.

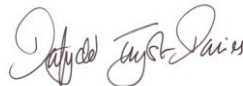
Monitoring and Evaluation

Regular reviews are held to identify good practice where MAT learners are concerned, especially in Progress meetings.

The MAT list is reviewed every year following the process outlined above.

The achievement of all pupils, including the MAT, is reviewed by following whole school procedures and Estyn's new inspection guidance.

Chair of Governors Signature:



Head teacher's Signature:

Rh. Corbis

Date: November 2020

Appendix

1. MAT learners register