



Trellech Primary School



More Able and Talented Policy 2020

'Nurture the challenge, inspire the success'

Rationale

Teaching and learning are at the heart of our school life, where we aim to provide a wide-ranging curriculum to meet the needs of all our learners. We recognise all children as individuals and through our detailed planning ensure teachers meet and develop the wide range of skills, knowledge and ability shown by our learners. We also understand the importance of the well-being of each child and strive to nurture and develop them to reach their full potential through a range of child led topics and pupil centered planning, where the child is encouraged to take an active part in developing their own learning path.

All learners are given the opportunity to develop their skills and talents, to fulfill their potential and achieve excellence, irrespective of ability, disability, social background, culture or gender. We aim to produce learners who are motivated and effective, increasingly more responsible for their learning, able to make use of the new technologies and those who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

Our Core Purpose

ALL staff are dedicated to the nurturing and development of ALL children. We are passionate about teaching the skills, attitudes and values that will enable them to live healthy and fulfilling lives, now, and in the future. We aim to provide children with a high quality of learning experiences that lead to a consistently high level of pupil achievement.

This policy looks at inclusion for All learners with a particular focus on More Able and Talented learners

Purposes

The purposes of this policy are to:

- Early identification of MAT children.
- Develop provision for MAT children.



- Support MAT children by extending and enriching learning opportunities and expectations through extending teaching and learning skills.
- Recognise and meet the 'whole child's' needs.
- Ensure the child's self-esteem is promoted, so they feel confident and appropriately proud of themselves.
- Address specific skills and talents, wherever possible.
- Work effectively with parents and children to develop individual learning programmes when needed
- Celebrate the continued development of the school as a learning community.

Definition

There is no universally agreed definition of learners who generally would be recognised as More Able.

In Wales, the term 'More Able and Talented' is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. More Able pupils, given extended opportunities, will not only discover but also develop their talents. The term 'More Able and Talented' encompasses pupils who are More Able across the curriculum as well as those who show talent in one or more specific areas. Approximately 20% of the school population may be More Able while the top 2% could be considered Exceptionally Able.

In Trellech, 'More Able and Talented' encompasses an identified proportion of the total school population and is used to describe pupils who require enriched and extended opportunities across and beyond the curriculum in order to develop their abilities in one or more areas. In Trellech 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, this would be approximately 20% of a class, or 6 learners in a class of 30. In addition, there may be a need to provide for exceptionally able pupils. Where this occurs, there will be an Individual Development Plan created.

Identification

In September 2013 Estyn wrote in their Supplementary Guidance: More able and talented learners –

"The identification of more able and talented learners is linked to their context, regardless of how these learners compare to more able and talented learners in other schools. In every school, therefore, 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."

Identification at Trellech Primary is an ongoing process as children develop at different rates. We aim to make the process of identification fair and rigorous and employ a range of factors when identifying MAT learners. The identification



process starts as soon as the child arrives in school, in Reception, using a wide range of strategies including:

- Formative assessment
- Standardised testing
- National tests in Reading, Numeracy and Reasoning
- Staff Observation/identification
- End of Key Stage assessment
- Foundation Phase and KS2 tracking of skills and SIMS
- Regular meetings to discuss potential MAT learners
- Pupil and Parent Questionnaires.

There is also consideration given to learners who staff feel have the potential to be MAT learners where for example, attainment is not high but there are a number of indicators for potential. These children are also identified to track and develop as individuals.

Children who have been identified are listed on MAT records. Academic progress is tracked and monitored on in school tracking forms to inform planning, targets and identify underperformance. Staff are encouraged to revisit regularly and ensure learners are given the opportunity to thrive and meet their potential.

Roles and Responsibility

At Trellech Primary School we recognise that successful provision for More Able and Talented children is dependent on effective partnership/teamwork between staff, the MAT Co-ordinator, parents/carers, children and the Governors.

Teachers: The class teacher identifies, tracks and monitors their MAT children. They should be aware of their needs and this should be evident in their planning and in the variety of teaching strategies they use. SLT should be aware of MAT children and ensure that planning and provision are appropriate and meaningful.

LSAs: LSAs should be aware of the MAT children in their class and be aware of any planning and individual programmes for them.

MAT Co-ordinator: The Co-ordinator will set in place class records and monitor pupil programmes for developed by the class teacher for MAT children, monitor and track the progress of children identified and lead staff discussion and raise awareness.

Parents/Carers: Parents should be aware that we are committed to meeting the needs of all our children. Parents are given the opportunity to share what they believe their child is More Able or Talented at through the use of questionnaires, which are especially important when highlighting Talents achieved outside of school.



Teaching and Learning/Provision

Our teaching and learning policy has recently been updated and can be referred to for a fuller picture of teaching and learning at Trellech Primary.

We use a range of teaching and learning strategies including those of AFL which are used to promote independent learning.

- Differentiation through planning, teaching, feedback and assessment
- MAT challenges – extension and enrichment activities
- Extra-curricular provision where practical
- Valuing own learners' interests and styles of learning
- Encourage independence and learners using their own initiative
- Learners working in a range of settings and contexts e.g. individual, pair, groups, classes, cross key stage
- Encouraging learners to reflect on their own learning and understand what helps them to progress
- Opportunities to work with other talented pupils across year groups and in other schools
- Developing thinking and questioning
- Opportunities to reveal potential e.g. Music, drama, sport, leadership
- Opportunities to be Mentors/role models e.g. buddies, ambassadors, school council, eco, house captains etc
- Marking and feedback
- Engage children in challenging Literacy and Numeracy targets
- Opportunities to demonstrate and practice skills e.g. playing in assembly, leading sports activities, lead roles in class and Key Stage performances, opportunities to present to external audiences as well as internal
- ICT and Digital Competency
- Transition to Comprehensive school

Monitoring, Evaluation and Review of the Policy

This policy will be monitored and its success evaluated by the MAT Co-ordinator on an annual basis.