

More Able and Talented Policy

Knighton Church in Wales

March 2022

Signed …………………………………………Date ……………… (Chair of Governors)

Signed …………………………………………Date …………….. (Headteacher)

**More Able and Talented Policy**

**Introduction**

At Knighton Church in Wales Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of **all** of our children. We recognise that each child is unique, displaying a range of intelligences and abilities.

We plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially and spiritually. We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

This policy guides the way in which this happens for our more able and talented children.

**Definition**

In Wales, we use the term ‘more able and talented’ to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. More able learners, given extended opportunities, will not only discover but also develop their talents. The term ‘more able and talented’ encompasses learners who are more able across the curriculum as well as those who show talent in one or more specific areas. The identification of more able and talented learners is linked to context and in every school there will be a group of learners who require extended educational opportunities, regardless of how they compare to more able and talented learners in other schools.

The terminology our school uses to define our higher achieving learners is:

“More Able and Talented”:

• More able learners and Talented are those identified as being above the core of the class in any area of the curriculum. These are the 20% (approximate) or 6 learners in every class of 30 (approximate as each cohort will differ). These learners may be very good in one or more areas of the curriculum.

“Most Able and Talented”:

• Most Able learners are those who have the ability to excel in one or more area. We describe this as the top 5% across the year group (although not necessarily present in every year group).

**Objectives**

Through this policy we strive to:

• Ensure that we recognise and support the needs of our More Able and Talented children

• Enable More Able and Talented children to develop to their full potential

• Offer children opportunities to generate their own learning

• Ensure that we challenge and extend children through the work that we set them.

• Encourage children to think and work independently

• Use appropriate assessment of children’s abilities and needs

• Link with other agencies that may help the development of identified children.

**Identification of More Able and Talented pupils**

Identification of more able and talented learners should include use of;

• Results of statutory tasks & tests

• Results of Whole School assessment procedures

• Teacher Identification and Assessment

• Discussion with colleagues for example during transition between classes

• Self / Peer Identification

• Links with parents/carers

**Our identification criteria:**

The grid on the next page can be used as a guide for identifying pupils to be included on the more able and talented register. More able pupils will be those pupils within the top 20% of their year group, whereas the most able pupils will be within the top 5%.

Test scores must be taken with caution, and consider the fact that they are a “snapshot” judgement of that pupil’s ability. We are aiming for an all - round judgment with a strong evidence-base.

|  |  |  |
| --- | --- | --- |
| **Area** | **More able (Top 20%)** | **Most able (Top 5%)** |
| **Reading** | + 18 months | +24 months |
| **Spelling** | +18 months | +24 months |
| **Personalised Assessment - Reading standardised score** | 116+ | 125+ |
| **Personalised Assessment - Numeracy standardised score** | 116+ | 125+ |
| **Sport** | County / district level  Development centre  Teacher recommendation | National level  Centre of excellence |
| **Music** | Teacher recommendation | Teacher recommendation |
| **Creative / Artistic** | Teacher recommendation | Teacher recommendation |
| **Other subject area i.e. technology, science** | Teacher recommendation | Teacher recommendation |
| **Leadership** | Teacher recommendation | Teacher recommendation |

The names of learners identified as More Able and Talented are recorded on our More Able and Talented list so that their progress can be specifically tracked. Learners may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve.

Once identified learners will remain on the list unless they cease to meet the criteria for nomination.

**Classroom strategies**

• Helping children to establish what they already know, and what/how they can learn

• Building on what is known and avoiding unnecessary repetition

• Developing independent learning skills, particularly research, questioning and thinking skills

• Providing opportunities for independent learning and individualised learning approaches

• Allowing different starting points

• Setting open-ended tasks

• Asking open-ended questions

• Encouraging imaginative and creative work

• Allowing time to tackle extended tasks or individual interests

• Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work

• Encouraging learners to explain how they have learned something.

• Providing enrichment and extension activities beyond the National

Curriculum programmes of study.

• Using in-class support to provide additional learning opportunities for More able and Talented pupils

• Valuing and rewarding quality by the use og Gwaith Gwych.

• Providing opportunities to experience a range of educational visits that further enrich and develop learning.

• Providing homework activities linked to the work being undertaken in Class.

**MAT categories**

The grid below can be used as a guide for identifying which category of “more able and talented” pupils should be included in. Pupils can be included in more than one MAT category.

|  |  |
| --- | --- |
| **MAT Category** | **Definition / explanation** |
| **Literacy / linguistic** | A pupil who displays excellent reading and spelling skills for their age. A pupil who enjoys extended writing and excels in this area. A pupil whose speaking and listening skills are of a high quality. |
| **Mathematical / logical** | A pupil who displays excellent mathematical skills and thrives in areas of number, shape, space and measure. A pupil who has excellent problem skills and can reason mathematically. |
| **Visual / artistic / creative** | A pupil who has a natural flair for artistic and creative work. A pupil who may think creatively and present their work in different ways to their peers. |
| **Musical** | A pupil who has a particular talent when singing or playing an instrument. A pupil who may have sat a grading exam outside school. |
| **Leadership / interpersonal** | A pupil who thrives on responsibility and taking charge and succeeding with group tasks. Somebody who enjoys speaking in front of an audience and excels in speaking tasks such as presentations, debates or assembly tasks. |
| **Physical – games / dance / gym** | A pupil who excels on the sporting field, gymnasium or swimming pool and is seen as a role model for others. A pupil who participates in their chosen sport outside school to a high level. |
| **Technological** | A pupil who excels in their use of ICT and who may have an impressive knowledge of computer software and excellent skills when working on an iPad or other technology. |
| **Thinking/reflective** | A pupil who displays a unique ability to reflect on their own work and topics in class. A pupil who “thinks outside the box” and displays “different” ways of doing things. |
| **Scientific** | A pupil who excels in science and who may have an exceptional knowledge on a specific area of science. May also be a member of a particular science club such as astronomy. |

**MAT Provision Guide**

The grid below can be used as a guide for identifying how a particular MAT pupil is being provided for. A MAT pupil can be provided for via several of the areas below.

|  |  |
| --- | --- |
| **MAT Category** | **Definition / explanation** |
| **Extension** | When a pupil is asked to complete an extended task after the main task of the lesson has been completed. |
| **Enrichment** | When a pupil is given a task that is different from the other learners in the class, and may involve a higher level of understanding. |
| **Setting** | When a pupil has been “set” for maths and English to cater for their needs. |
| **Planned opportunities for independent learning** | When a pupil has been given an independent learning task with very little or indeed no teacher input. It may involve individual research and presentation of a certain area of learning. |
| **Problem Solving Activities** | When a pupil is given a specific task that involves solving a problem. It may involve a mathematical reasoning challenge or a task where the pupil has to think logically. |
| **Assemblies/concerts/ productions** | When a pupil is given an opportunity to display their talents in front of an audience. It may be in a “lead role” of a show for example. |
| **Orchestra** | When a pupil is given the opportunity to sing or play an instrument in front of an audience. |
| **School Clubs** | When a pupil has been invited to a specific school club to enhance his/her learning. An example may be a radio club to showcase exceptional oracy skills, or a cookery club for a pupil who displays a unique talent in this area. |
| **Charity Work** | When a pupil is given an opportunity to take part in a specific activity that involves contributing to a charity. It may involve speaking in an elderly people’s home, setting up their own charity event or managing the finances of an event i.e. comic relief. |
| **Responsibilities i.e. prefect, captain** | When a pupil is elected to lead a specific area of responsibility in the school, such as house captain, school council, sports ambassador etc. |
| **Outside provision** | When a pupil’s talents are provided for outside school, and the school contribute towards this e.g. allowing a pupil to leave early for training or an event or using the pupil as a model of good practice to the other pupils. |
| **ICT** | When a pupil displays a specific flair for ICT and is given the opportunity to showcase their work using a computer or iPad. |

**Roles and Responsibilities**

The class teacher’s role is to:

• Provide flexible, challenging provision to provide opportunities for MAT pupils to further develop literacy and numeracy skills, in addition to skills in other areas skills

• Differentiate planning

• To identify MAT pupils using teacher assessments and add names to profile

• Track progress of MAT pupils to ensure and support progress in achieving targets

The MAT Co-ordinator’s role is to:

• Maintain a record of MAT pupils

• Ensure that MAT pupils are catered for by using information from MAT Profile

• Monitoring progress through discussions with teachers through specific skills

• Supporting staff in the identification of MAT pupils

• Providing advice and support to staff on teaching and learning strategies

• Monitoring to ensure provisions are made to challenge children’s talents, particularly with regard to literacy and numeracy skills identified in NLF. and skills identified in ‘Incerts’

• Liaising with stakeholders: cluster schools, other schools, LA schools and specialist providers

• Providing extra-curricular opportunities to challenge MAT pupils

**Monitoring and review of the policy**

This policy will be reviewed annually by the ‘MAT Coordinator,’ head teacher and the named member of the governing body responsible for MAT, and will be updated in response to any guidance provided by the L.A. and Welsh Government.