
Blaenbaglan Primary School - Ysgol Gynradd Blaenbaglan

Headteacher: **Mr. D.Burrows**

Deputy Headteacher: **Mrs. E. Palmer**

Maes-Ty-Canol, Baglan, PORT TALBOT. SA12 8YF.

Tel: **01639 769775** Fax: **01639 769776** e-mail: blaenbaglan@npt.school

'Together, we believe, achieve & succeed'



More Able & Talented Policy 2020/21

Signed: *Per Short*

Date: 14.07.2020

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1 Introduction

1.1 At Blaenbaglan Primary School we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'more able' and/or 'talented' according to national guidelines.

1.2 In the national guidelines the terms are distinguished as follows:

'more able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

1.3 Approximately 10 per cent of the children in our school will be considered as more able and/or talented. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

1.4 While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare accordingly that we value the individuality of all our children.

2 Aims

2.1 Our aims are to:

- **ensure that we recognise and support the needs of all our children;**
- **To identify ways to overcome any barriers to achievement**
- **enable children to develop to their full potential;**
- **offer children opportunities to generate their own learning;**
- **ensure that we challenge and extend the children through the work that we set them;**
- **To encourage children to think and work independently.**

3 Identification of more able and talented children

3.1 We use a range of strategies to identify more able and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.2 Children undergo baseline assessments within the first half-term of joining our Nursery/reception class. These are guided by the Foundation phase profile outcomes. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

- 3.3** As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 3.4** The children currently undertake WG National reading and Numeracy tests in Years 2, 3, 4, 5 and 6. From Y2-Y6 all pupils take across the school academic year a variety of GL assessments completed online to inform teaching staff and the MAT co-ordinator of their attainment and progress. Teachers also make regular qualitative assessments of each child's progress in all subjects of the National Curriculum. We compare the information from this data with a range of national and LA data, in order to ensure that each child is making appropriate progress comparable to other children.
- 3.5** Each teacher regularly reviews the children's progress and records this on the Schools Incerts Tracker. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

4 Aptitudes in English and mathematics

4.1 More able children in English are identified when they:

- **demonstrate relatively high levels of fluency and originality in their conversation;**
- **use research skills more effectively to synthesise information;**
- **enjoy reading, and respond to a range of texts at a more advanced level;**
- **use a wider vocabulary, and enjoy working with words;**
- **see issues from a broader range of perspectives;**
- **To use more-advanced skills when engaged in discussion.**

4.2 More able children in mathematics are identified when they:

- **explore a broader range of strategies for solving a problem;**
- **are more curious when working with numbers and investigating problems;**
- **see solutions more quickly, without needing to try all the options;**
- **look beyond the question in order to hypothesise and explain;**
- **work more flexibly, and establish their own strategies;**
- **To enjoy manipulating numbers.**

Identification criteria

Area	More able: top 10%	Most able top 5%
Reading	+18 months	+24 months
Spelling	+18 months	+24 months
National literacy SS	120+	125+
National numeracy SS	120+	125+
National curriculum current sub-level subject	1 whole level above expected level for age	1.5 whole level above expected level for age
Sport	County/district level Competence level school	National level Competence level at school excellent
Music	Grade 1/2	Grade 3+
Creative/artistic	1 level above expected at subject	1.5 level above expected at subject
Other subject areas	1 level above expected at subject	1.5 level above expected at subject
Leadership skills	Teacher recommendation	Teacher recommendation

5 Teaching and learning style

- 5.1 Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:
- ✓ a common activity that allows the children to respond at their own level;
 - ✓ an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - ✓ an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - ✓ the opportunity for children to progress through their work at their own rate of learning.
- 5.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.
- 5.3 In Years reception to Y2, we set targets in literacy, numeracy, PSD and from Y3 to Y6 we set targets for literacy, numeracy, science. Children are taught in mixed ability groups for literacy and numeracy with differentiated planned work to suit the pupils' needs. Teachers regularly review the progress of the children during weekly staff pupil progress meetings and pupils' needs are discussed and identified as appropriate. This enables teachers to plan work that reflects the ability band of each group. The school's literacy, numeracy and science co-ordinators monitor, evaluate and review every term children's attainment and progress.
- 5.4 We work with transition projects and through the provision of extra-curricular activities to support our MAT children. These activities are designed to offer higher achievers the opportunity to further extend their learning in a range of activities.
- 5.5 **Classroom strategies involve the following;**
- Supporting pupils to establish what they already know, how they can learn
 - Building on knowledge and understanding in all the curriculum avoiding repetition
 - Developing independent learning skills for research, questioning and thinking skills.
 - Providing opportunities for independent learning and personalised learning approaches.
 - Setting open ended tasks where appropriate
 - Using Blooms taxonomy for basing questioning styles and techniques
 - Encouraging a climate for imagination and creative work
 - Allowing time for extended tasks linked to individual interests
 - Varying grouping arrangements, such as working in ability, mixed ability and friendship groups.
 - Encouraging learners to expand on something they have learned, such as presenting a presentation to the class and school.
 - Providing enrichment and extension activities for programmes of study.
 - Using LSA support to provide additional learning opportunities for MAT pupils
 - Valuing and rewarding quality
- 5.6 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 5.7 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Management strategies

- 6.1 There is a nominated teacher who co-ordinates the provision and practice within the school for more able and talented children. Pupils who have been placed on the MAT register are each given an individual action and provision plan that has been written in conjunction between the class teachers, child and MAT co-ordinator during each term. Three per year, these are reviewed annually during the summer term, making necessary alterations, with professional discussions prior to transition to the next class.

The co-ordinator's role includes:

- **running a register of more able and talented pupils, and keeping it up to date;**
 - **monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;**
 - **regularly reviewing the teaching arrangements for these particular children;**
 - **monitoring their progress through termly discussions with teachers;**
 - **supporting staff in the identification of these children;**
 - **providing advice and support to staff on teaching and learning strategies;**
 - **liaising with parents, governors and LEA officers on related issues.**
 - **Monitoring, evaluating and reviewing current practice across school.**
- 7.1 The governor with responsibility for inclusion issues monitors the school provision for more able and talented pupils. The governor will work with the school's more able and talented co-ordinator in supporting the school's efforts to help these pupils to reach their full potential.
- 7.2 The progress of children, including those who are more able and talented is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the MAT co-ordinator who informs the SLT. The MAT co-ordinator will offer advice to support the class teacher in setting appropriate challenges for MAT pupils. If a parent has a concern about any of the school's provision for their identified MAT child they can raise this firstly with the class teacher and then if not satisfied the MAT co-ordinator or Head teacher.
- 7.3 The co-ordinator for our provision for the more able and talented is to provide annual feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.
- 7.4 The co-ordinator is to collect samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We will use these examples to inform the process of identifying the more able and talented. Currently in place are the end of key stage work shared with cluster schools in annual moderation and standardisation meetings. These show evidence of a range of outcome 6 and level 5 for literacy, numeracy, science and PSD.
- 7.5 **Transfer and transition within school from the FP to KS2 relies on effective communication systems. Teaching and support staff have key stage meetings and pupil progress weekly meetings to pass on relevant information relating to the achievement and potential of MAT learners. The school works with feeder secondary schools to ensure that information is given on the needs of MAT learners including tracking assessments and achievements.**
- 7.6 This policy will be reviewed annually by the MAT co-ordinator, SLT and governor responsible and will be updated in response to any guidance from the LA, nationally and Welsh Government. Parents will be kept up to date via the school's website, parent meetings and school app.

MAT categories/pupils can be included in more than one category

MAT category	Definition and explanation
High achiever	A pupil who may excel in several areas across the curriculum. They will display excellent test scores and national curriculum levels above the expected level.
Literacy/linguistic	A pupil who display 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 solving skills and can reason mathematically.
Scientific	A pupil who excels in science and who may have an exceptional knowledge on a specific area of science. They may also be a member of a particular science club outside of school.
Visual/artistic/creative	A pupil who has a natural flair for artistic and creative work above the expected levels for age. 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 of school.
Leadership/interpersonal	A pupil who thrives on responsibility and taking charge and succeeding with group tasks. A pupil 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 hardware/software.
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.

Identification of how a MAT pupil is provided for in several areas.

MAT category	Defintion/explanation
Extension	When a pupil completes 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 other learners in the class and this may involve a higher level of understanding.
Setting	Ability setting for English and maths
Planned opportunities for independent learning	When a pupil has been given an independent learning task with very little or 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.
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 their learning, such as cookery or science club.
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 to an elderly people's home, setting up of their own charity event, or managing the finances of an event i.e children in need.
Responsibilities	When a pupil is elected to lead a specific area of responsibility in the school, such as school council, welsh leaders, eco warriors, play and digital leaders.
Outside provision	When a pupil's talents are provided for outside of school and the school recognises the commitment, such as training, music lessons.
ICT	When a pupil displays a specific flair for ICT and is given the opportunity to showcase their work.
Entrepreneurial	When a pupil is given the opportunity to take part in an entrepreneurial enterprize and manages the activity, showcasing a final product.