



POLICY

FOR THE PROVISION FOR

MORE ABLE AND TALENTED PUPILS

PRESTEIGNE PRIMARY SCHOOL / YSGOL GYNRADD LLANANDRAS

Policy for the Provision for More Able and Talented Pupils

Rationale

At Presteigne Primary School we believe that the teaching and learning opportunities we provide should make learning both challenging and enjoyable. We will do our best to ensure that all pupils receive a broad, balanced, relevant and stimulating education and that all pupils are given the chance to achieve their full potential.

At this school, we endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively. We recognise that each one of our learners has talents and potential which we aim to identify and nurture. We recognise that there are more able and talented pupils in our school who have the potential to exhibit a significantly higher level of attainment and/or talent across one or more areas.

We acknowledge that these pupils need rich learning experiences and high quality curriculum provision to develop, extend, deepen and enhance their abilities.

We also recognise that creating a high-achieving culture and learning environment, and making provision to meet the needs of more able and talented pupils, will benefit all our pupils.

Aims

To fulfil the aspirations of our vision statement, and meet the needs of all our pupils, including those who are more able and talented, our aims will be linked to those of our Teaching and Learning Policy and will be as follows:

- To create a caring learning environment in which everyone is able to achieve their best;
- To maximise the potential of all learners;
- To focus on the learning needs of all pupils across the curriculum;
- To help learners acquire and understand increasingly complex knowledge, concepts and attitudes;
- To develop learners' abilities to think, question, analyse, investigate and solve problems independently and with others;
- To provide enriched and extended opportunities across the curriculum in order to nurture pupils' abilities, strengths and interests;
- To raise self-esteem and increase personal responsibility;
- To foster a life-long love of learning.

Definition and identification of more able and talented pupils

At Presteigne Primary School, we recognise that we have pupils who demonstrate the following abilities and talents, and that they require greater breadth and depth of learning activities and/or opportunities to allow their particular strengths to flourish:

- Pupils who demonstrate a significantly higher level of attainment and/or potential across areas of learning;
- Pupils who demonstrate a high level of thinking and problem-solving, which may manifest itself in enquiry work, design and digital competence;
- Pupils who possess highly developed personal and social skills and/or strong leadership qualities;
- Pupils who excel in sport, music, drama, art etc.

To ensure that pupils have the opportunities to nurture and develop their abilities, talents and skills, we will adopt a whole school policy of identifying individual pupils at the earliest opportunity, based on sound professional judgement. Pupils will be put on the More Able and Talented register, so that their progress can be monitored. All teachers will have access to this register.

We will maintain an open mind about how we define pupils who are more able and talented and we will recognise that the M.A.T. register will be revised regularly, as children develop at different stages. For the same reasons, it will not be our intention to inform parents formally that their child is on the register; however, the child's strengths and talents will be discussed during Parents' Evenings and referred to in the annual report to parents.

To help us identify pupils who are more able and talented, we will consider the following:

- Information, recommendations or nominations from previous settings or schools;
- Information, recommendations or nominations from class teachers;
- Information, recommendations or nominations from parents or carers;
- Information, recommendations or nominations from members of the community e.g. sports coaches;
- Information, recommendations or nominations from pupils themselves and their peer group e.g. School Council nominees or representatives;
- Observation of pupil talent in lessons and school events: art, music, drama and P.E. sessions; school performance work; class assemblies; Eisteddfod; extra-curricular clubs;
- Achievements outside of school;
- High level performance in competitive tournaments;
- Prior knowledge of learners, particularly when pupils move to the next class;
- Assessment data and analysis taken from a range of different learning skills e.g. oracy, reading, writing, maths;
- Assessment data from NFER; QCA; CATs; Reading, Spelling and Numeracy Tests;
- Teacher based assessment and ongoing observation of individual progress (INCERTS);
- End of year and key stage Teacher Assessment outcomes and levels.

We will also use pupil tracking information to assist in identifying able pupils who are underachieving and endeavour to help them to achieve as well as they should.

Planning and Provision

We will ensure that the quality of teaching and learning maximises the potential of all pupils in the following ways:

- Providing challenge in day to day teaching will be central to meeting the needs of more able and talented pupils;
- Providing extension and enrichment tasks in areas where individual children need challenge;
- Taking account of recent research findings which suggest that raising the quality of pupil-teacher interactions is the key to improving education systems;
- Recognising that good teaching is motivational, provides challenge, reflects assessment for learning principles and is appropriately differentiated to meet the needs of all learners. (Where teaching is not as effective for MAT pupils there is often a mismatch between what teachers think is happening and the reality.)
- Developing pupils' independent learning skills and ability to self-evaluate;
- Providing a curriculum which is broad, balanced and flexible and takes account of personal learning needs;
- Ensuring that homework tasks are well-suited to each child's needs and relevant to their learning;
- Providing rich learning opportunities in settings beyond the classroom e.g. Sports tournaments, residential visits;
- Planning for learning opportunities which take into account the four core purposes, multiple intelligences and higher order learning skills;
- Providing guidance and support to ensure that more able and talented pupils make choices that are appropriately aspirational, and which help to secure their emotional wellbeing;
- Increasing the range and breadth of extra-curricular activities to provide all pupils with opportunities to nurture their particular skills, talents and interest e.g. PESS events;
- Organising a range of visits, visitors to the school and participation in events to stimulate and inspire all learners e.g. *Pupils 2 Parliament*, *Forest Schools*, *Dementia Friends*.

- Providing opportunities for pupils to think and learn 'outside the box' e.g. *Enterprise activities, theme days, four purposes immersion days.*

Creating a whole-school culture of high achievement and opportunity

To fulfil the needs of all pupils, including the more able and talented, we aim to:

- create an ethos where pupils feel good about achieving excellence;
- encourage all pupils to become independent learners;
- provide appropriate resources;
- provide a flexible organisation, offering opportunities for the able pupils to work independently or with older pupils of similar attainment;
- allow pupils of all ages to learn together as part of 'Golden Time', 'theme days' and 'Genius Hour'.
- celebrate and showcase achievement;
- involve pupils in decision-making e.g. as members of the Class and School Council; membership of the Eco Committee

Monitoring progress

At Presteigne Primary School, we track the progress of all pupils including those who are more able and talented. INCERTS is used to track progress; this data will be used in pupil challenge meetings to ensure MAT needs are being catered for.

Core subject targets are set for all pupils, including the more able and talented; these are revised annually.

All pupils are encouraged to set their own learning targets and to know their targets from the national online tests.

'Listening to Learners' and feedback during School Council meetings will be used to inform the Headteacher and staff of pupils' perceptions of provision and opportunities for all pupils, including those who are more able and talented.

Tackling Underachievement & Disaffection

At Presteigne Primary School, we acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be de-motivating. We are alert to the pupils who are very able but who are underachieving.

Through effective planning (involving learners), assessment, record-keeping and liaison with children's previous teachers we aim to:

- establish what learners have done previously in order to prevent repetition;
- eliminate peer pressure to underachieve;
- provide challenges through high-quality tasks for enrichment and extension;
- plan work, so that there is always challenge and extension work for high attainers e.g. *Missions*;
- allow the children to make choices about, and organise, their own work;
- set individual, challenging targets;
- provide opportunities for individual projects and investigations.

We recognise, also, that some pupils' potential attainment can be masked by additional learning needs such as behaviour, a specific learning difficulty e.g. dyslexia, or having English as an additional language. We will endeavour to address boredom, lethargy and lack of motivation in pupils, not only through challenge and an exciting curriculum, but by understanding and taking account of the possible causes e.g. *such as ACES*.

Equal Opportunities

All pupils, irrespective of age, sex, race, religion, belief, disability, pregnancy/maternity, sexual orientation, gender reassignment and marriage/civil partnerships will be given the opportunity to fulfil their potential in line with our policy for providing for more able and talented pupils.

Roles and Responsibilities

It will be the role of the More Able and Talented co-ordinator to ensure that the needs of more able and talented pupils are addressed. At our school, the co-ordinator is the ALNCo.

The Headteacher will:

- have overall responsibility for ensuring the M.A.T. policy is carried out;
- work closely with the Senior Management team & ALNCo to encourage the improvement of More Able and Talented provision through staff training, development, ongoing discussion and sharing good practice.

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The ALNCo will:

- where appropriate, engage in Professional Learning Community support to enhance provision for M.A.T. pupils;
- support and encourage extra provision and opportunity for More Able and Talented pupils outside the classroom;
- establish and keep up to date a register of More Able and Talented pupils and ensure provision lists are accurate;
- work with colleagues to ensure that the learning needs and attainment targets of the More Able and Talented pupils are catered for;
- keep an updated provision list for all MAT pupils;
- provide staff with up to date information on teaching More Able and Talented pupils, and inform staff of training as required;
- undertake relevant training and research to gain further understanding of M.A.T. needs;
- liaise with parents/carers as necessary in relation to the More Able and Talented pupils;
- ensure that targets relating to the provision for More Able and Talented pupils in the School Development Plan are met;
- ensure that staff have appropriately challenging resources to meet pupils' needs;
- inform Governors about the progress with improving provision for the more able and talented;

Class Teachers will:

- identify more able and talented pupils and track their progress;
- provide appropriately challenging tasks and learning opportunities within lessons;
- differentiate appropriately and take into consideration learners' differing learning styles;
- incorporate opportunities to develop pupils' thinking, communication, ICT and numeracy learning skills across the curriculum;
- liaise with parents as appropriate to ensure that they are aware of their child's burgeoning talents;
- inform the ALNCo of pupils who should be placed on the M.A.T. register;
- Take responsibility for their own professional development to meet the needs of the M.A.T.

Governors will:

- identify a governor to be responsible for More Able and Talented pupils and who should report annually to the whole Governing body;
- monitor the provision for M.A.T. and ensure needs are being met;
- support teachers in attempts to provide for the additional needs of More Able and Talented pupils.

The governors with responsibility for Provision for MAT Pupils are Ms. E. Smallpage and Mrs. K. Roberts (2019-2020).

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This Policy was produced in consultation with staff during the Autumn Term 2019, and was adopted by governors during their meeting in January 2020.

Signed:.....(Chair of Governors)

Signed:.....(Headteacher)

The policy will be reviewed in the Spring Term 2023.