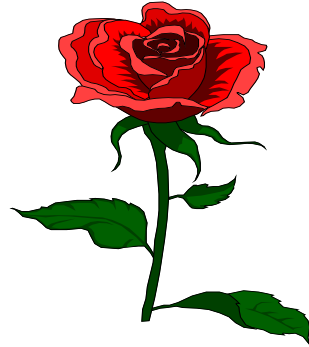


St. Thereses Primary School



More Able and Talented Policy

Update – March 2015

[Presented to Governing Body : 30th June 2015]

Introduction

At St Thereses Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all 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 will 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.

As a school, we decided to define possible MAT categories that pupils may fall under to aid our clarity and understanding for our provision. See attachments 1 and 2.

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 (including the curriculum areas plus leadership creative etc.) These are the 20% 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).

We will strive to identify those more able and talented learners who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

It is important to note that some learners have “Dual Exceptionality” and may appear on more than one school list. For example, a child could be included in the ALN register and still be described as more able or talented. At St Thereses Primary we recognise this dual exceptionality and aim to provide for the needs of individual learners accordingly.

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
- Checklists
- Teacher Identification
- Discussion with colleagues
- Self / Peer Identification
- Links with parents (e.g. questionnaires)

The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include learners who arrive after Reception and are late developers. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it. Our aim is to build a comprehensive picture of each child’s ability.

Our identification criteria:

The grid below 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 “one-off” 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
National literacy standardised score	115+	125+
National numeracy standardised score	115+	125+
National curriculum current sub-level (in specified subject)	1 whole level above expected level for that age group	5 sub-levels or above for that age group
Sport	County / district level Development centre	National level Centre of excellence
Music	Grade 1/2	Grade 3+
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 via Provision Mapping 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. When they will be transferred to a shadow list, we never delete completely any pupil as they may be experiencing a period of consolidation or plateau. The list is updated and reviewed by staff at the beginning of each term.

Teaching and learning style

Teachers in our school plan carefully to meet the learning needs of more able and talented learners. Learners are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning.

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
- 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.

Coordination of school provision (Roles and responsibilities)

The MAT co-ordinator is Annaliese Stanier, who has overall responsibility, alongside the Senior Leadership Team and class teachers for coordinating the identification; record keeping; policy development; curriculum development; learning and teaching; home/school partnerships; whole school provision; his/her own continued professional development and liaising with regard to these areas with the governor who has responsibility for MAT.

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 'M.A.T. Coordinator', who informs the Head teacher/Senior Leadership Team. The 'MAT Coordinator' and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented learners. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the 'MAT Coordinator' or Head teacher to discuss the issue further.

Transfer and Transition

Transition within school between Early Years and Foundation Phase; Foundation Phase and Key Stage 2 and between classes relies on effective communication systems. Teaching and support staff have transition meetings to pass on relevant information relating to; the levels of achievement and potential of More Able and Talented learners they are going to teach; work already covered; work that needs to be planned for; preferred learning styles; commonly rejected learning styles; individuals particular strengths and weaknesses; displays of resourcefulness and initiative and targets for further development.

At St Thereses Primary School we have worked with local secondary schools and have a well-developed transition plan for learners moving from Key Stage 2 to Key Stage 3. This plan gives information on the needs of MAT learners including tracking of assessments and achievements.

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. Parents of MAT children will be kept up to date via parent meetings.

Mrs A. Stanier

MAT Coordinator

March 2015 (Updated)

Attachment 1 - 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
All round high achiever	A pupil who may excel in several areas across the curriculum. They will display impressive test scores and National Curriculum levels above the expected level.
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.

Attachment 2 - MAT Provision

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 “setted” 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.
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, iLeader, school council or eco-council.
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.