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YSGOL
TREFFYNNON

More Able & Talented Policy

'Standing on the shoulders of giants'

Reviewed by: Progress & Standards Committee (Lead)
Student Support and Community Committee

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1. Rationale

At Ysgol Treffynnon we believe in creating an inclusive learning community that celebrates the uniqueness of all young people, we recognise that each one of our learners has talents and skills which we aim to identify and nurture. It is our priority to develop the individual needs and skills of all learners and an important aspect of this is to recognise, at an early stage, the needs of More Able and Talented (MAT) learners and to develop strategies for:

- *Their Identification*
- *Curriculum provision which offers support and challenging experiences through a broad balanced curriculum that also offers quality learning activities that focus on the particular needs and talents of the young people.*

While it is important to note the existence of all-round exceptional ability we must also acknowledge those learners who are more able and talented in specific areas.

We also recognise that MAT learners, for whom English is an additional language, will require additional support and liaising with their parents will be paramount to their success.

This policy takes account of the Welsh Government (WG) document: Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils (2008).

2. Aims

To develop provision for MAT learners that reflects WG policy (meeting the standards).

To establish very early on a range of procedures to identify the MAT learners

To ensure effective monitoring and evaluation systems are in place

To develop a range of learning and teaching strategies that extend and support pupils' development.

To develop a curriculum that extends and enriches the learning experiences of the MAT learner.

To work effectively in partnership with pupils and parents/carers to develop individual Action programmes (IAPs) where necessary

To develop further, extra-curricular enrichment to support MAT learners. (These will be available to all learners)

To achieve these aims we will endeavour to create a learning culture that encourages, values or involves:

- independence and autonomy
- the use of a variety of resources, ideas, methods and tasks
- learners to be open to ideas and initiatives presented by others
- connections to be made across subjects and aspects of the learners' own interests and styles of learning
- learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage.

3. Definitions

Talented students are students who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In every school students should have the opportunity to demonstrate and celebrate their talents, whilst at the same time being supported, challenged and extended further in their area of talent.

The school recognises in line with Welsh Government guidance that the term More Able and Talented

- “encompasses approximately 20% of the school population and is used to describe learners who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas.”
- Approximately 2% of students will be described as “exceptionally able”.
- In general:
- Students may be **more able and/or talented** in diverse fields (academic, creative or sporting)

More able students (top 20%) would demonstrate a higher ability than average for the class usually working at least one level above the majority of students in the class and would often require differentiated tasks and opportunities to learn through challenges.

Exceptionally able students will be working at two levels above the majority of students in the class and would sometimes require additional and different provision. This would be supported by an Individual Action Plan (IAP)

Talented students demonstrate an innate talent or skill in creative or sporting fields

There should be flexible provision for learners requiring enrichment and support in order to achieve their full potential. This provision should raise their aspirations and achievement by developing their ability to learn, specific talents, intellectual curiosity, creativity and core skills, e.g. critical thinking and problem solving.

4. Identification Strategies

Identification 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. Great care is taken to identify early those MAT learners from disadvantaged backgrounds in order that they receive specific support to overcome barriers to their learning

A range of broad qualities often shown by more able and talented learners in areas of learning and attitude across the curriculum often include:

- possessing extensive general knowledge
- showing good insight into cause-effect relationships
- easily grasp underlying principles, and need the minimum of explanation
- quickly make generalisations and extract the relevant points from complex material
- having exceptional curiosity and constantly want to know why

- being perceptive in discussion about peoples' motives, needs and frailties

Additional characteristics that may be displayed include:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly
- Communicate their thought and ideas well
- Achieve, or show potential in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated or passionate about a particular subject/interest
- Demonstrate high level of attainment across a range of subjects, within a subject, or aspect of work

While it is highly unlikely that a MAT learner would portray all of the qualities, many learners may exhibit a number of these traits.

The school is committed to identifying students in response to this policy's definition of 'The MAT learner' which will help to accurately identify the diverse range of abilities. A variety of approaches will be followed to identify these learners (see Appendix 1 for further detail). Identification needs to be ongoing as different students progress at different rates. A variety of sources are used which include qualitative and quantitative methods:

- Partnership/previous school information NC levels (KS2-KS3 transition)
- Examination results, including NC Levels, teacher assessment and other national tests using SIMs, FFT, AIM data and CATs
- Assessment of preferred individual styles of learning
- Teacher recommendation in specific curriculum areas
- Parent/peer/self recommendation
- Assessment of student's work
- Extra-Curricular activities
- Referrals from community resources (such as sports coaches and local clubs).

The subject teacher has a responsibility to identify the MAT learners within their faculties and to convey this to the MAT Coordinator.

MAT register

Once identified a register of MAT learners will be kept by the MAT co-ordinator and reviewed/updated on a half termly basis, to acknowledge emerging ability and talent, in consultation with subject teachers and faculty leaders. A note will be made on individual children's records on the school management system (SIMs)

5. Roles and responsibilities

The school recognises that successful provision for MAT learners is dependent on partnership. All parties involved in this process have rights and responsibilities that need to be acknowledged and respected.

Governors will:

- Be responsible for ensuring that this policy is fully implemented.
- Nominate a governor to have specific responsibility for students who are more able and talented.
- The nominated governor will meet half termly with the MAT Co-ordinator to discuss progress.
- Ensure that the Annual Governors' Report to Parents will comment on the implementation of this policy.

LA Co-ordinator will:

- Assist staff with their teaching of MAT learners
- Facilitate in- service training for school and organise special events for MAT learners.

The Headteacher/SLT will:

- Ensure the curriculum meets the needs of individual learners, including those who are more able and talented
- Provide sufficient resources, support, training and status to the more able and talented coordinator
- Review school policy for more able and talented that provides a clear framework for subject policies or guidelines
- Oversee the whole school approach to target setting, tracking and appropriate teaching strategies to ensure that intervention is timely and outcome driven.
- Ensure there is a whole school commitment to, and support for, MAT learners
- Oversee the work of the MAT Co-ordinator, ensuring that school requirements are being met.
- Ensure that as far as is possible adequate resources are made available
- Ensure that the register of more able and talented students is updated termly in line with the requirements of the PLASC form.

Heads of Faculty will:

- Liaise with the MAT Co-ordinator over the early identification of MAT learners in his or her faculty and oversee the target setting, tracking and intervention approaches
- Monitor the appropriateness of differentiated teaching strategies to extend and enrich the curriculum for more able students
- Nominate a teacher with responsibility to the MAT learners

More Able and Talented Co-ordinator will:

- Set up and update a whole school MAT policy
- Set in place a database of MAT learners
- Monitor and track the progress of the learners identified
- Put in place a register of 'More Able and Talented students' – following the review of available data and consultation with subject teachers.

- Lead staff discussion and raise awareness through effective INSET provision
- Liaise with parents/carers, subject teachers, faculty leaders, AKSL/KSL's
- Set up and manage a whole school resource facility to inform on recent materials, specialist facilities and share good practice
- provide enriched opportunities and appropriately challenging provision across the curriculum (STEM, University Glyndwr and others)
- Work towards achieving the The NACE Challenge Award
- Liaise with the governor responsible for MAT
- Create a focus group (a staff member from each faculty) and meet with this group half termly to discuss progress and gather evidence
- Give advice on extending opportunities for professional development with a MAT focus

Teachers will:

- Cultivate effective learning environments by providing suitably challenging activities and questions to extend the core learning tasks
- encouraging pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- Consult MAT learners on their preferred learning styles and planning for these
- Provide rigorous and constructive feedback to pupils on their work
- Look for opportunities to widen the scope of learning activities beyond the school and the classroom
- Use a variety of teaching strategies.

Learners

The school aims to provide a stimulating learning environment for all its learners, this includes the more able and talented child

More able and talented learners will be asked to assist in setting their own high achieving learning targets and will be provided with differentiated work to meet these targets.

Parents

Parents/Carers need to be aware that the school is committed to meeting the needs of all students.

IAP's will be shared with parents.

6. Provision: classroom and school

Schemes of Work will take account of the need for teachers to plan individual lessons which take into consideration the needs of MAT learners

Teaching and learning strategies could include where appropriate:

- Awareness of learning styles
- Higher order questioning (Blooms Taxonomy)
- Extension opportunities – e.g individual long term research avoiding repetition
- Targeted use of classroom assistants
- Adopting a problem solving and skills based approach
- Encouraging identified students to share their expertise and skills, supporting others whenever possible

- mentoring sessions to support them in making option and career choices.
- individualised or personalised approaches to learning
- Opportunities for enrichment and extension built into all schemes of work
- Recognition of achievements and effort: green slip, postcard home, certificates, stickers, celebration assemblies and reward trips
- Provision of open-ended tasks
- having access to specialist teachers (Flintshire network of professional practice that focus on improving provision and outcomes for more able and talented students)
- improve parents' understanding of how they can better support the education of their more able or talented child.
- Opportunities to participate in the "Puzzle Club/chess club" to develop problem solving and thinking skills.

See Appendix 3 for more on this.

7. Monitoring and evaluation

All teaching staff are expected to monitor the progress of all students they teach including the MAT learners.

Whole school progress checks (QA) for all students are carried out three times in the school year (after tracking info is completed) providing opportunities for monitoring progress across the core curriculum areas.

Using prior attainment data (KS2) to predict potential grades at KS3 and monitoring student progress against this (use FFTdata).

Outcomes of students work

Regular review of the MAT Register

Strudent perceptions and responses in the form of questionnaires and discussions (QA)

Monitoring of student achievement will be co-ordinated by the MAT Co-ordinator in conjunction with subject teachers through ongoing subject based assessments

APPENDIX 1

The MAT Co-ordinator and SLT will identify More and exceptionally able pupils they would like to see on the MAT register, based on:

- Prior attainment, (Level 5 in all core subjects in KS2)
- CATS scores with a 100 Mean SAS or above or CAT scores of 115 in one or more of the areas, despite a lower than 100 Mean SAS score
- Learners with CAT scores ≥ 120 or above in any area will be considered as exceptionally able
- Fischer family Trust D targets – with a predication of two levels above end of Key Stage expectations
- FFT predications of five A or A* grades

APPENDIX 2

The needs of MAT learners to be met by being aware that they:

- will be able to work at an increased pace
- may have a starting point different to others
- will need less practice at tasks and detailed instruction
- will be able to study independently
- will need a reduced number of steps in a process
- will be able to cope with open-ended situations
- will understand abstract tasks
- should be given the opportunity to take risks
- should be given a wide variety of opportunities
- should be given creative opportunities
- should be given the chance to experiment
- will be given appropriate question and answer sessions
- should be given the chance to work closely with peers
- will be given enrichment opportunities outside school if possible

Appendix 3

Suggestions for extending and enriching the curriculum:

- Range of materials and resources
- Visits experts/workshops from poets, writers, artists, actors, dancers etc.
- Increased technical and specialist language
- Use of subject specialist
- Mentoring by either a similarly talented or suitable encouraging adult
- Use of additional support, teaching assistants, other adults, older students and parents, one to one or group work to extend the child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools