



Ysgol Gymunedol **Llangatwg**
Llangatwg Community School

Main Road | Cadoxton | Neath | SA10 8DB

More Able and Talented Policy

"Inspire, Aspire, Succeed"

Rationale

Each and every learner is important at Llangatwg Community School. Some groups of learners will require additional support to enable them to achieve their full potential. Every learner has skills and talents that we strive to identify and develop to provide them with an excellent foundation for life. We recognise that “More Able and Talented “(MAT) learners have additional needs and must be challenged and supported. These pupils can sometimes be vulnerable to school/home pressures, lack the appropriate belief in their abilities or coast through their education if not challenged. It is the role of all staff at to ensure that MAT learners at Llangatwg are provided with excellent learning opportunities and support, both in and out of the classroom environment.

It is also important to remember that improving opportunities for our MAT learners will benefit all pupils.

“All pupils must be allowed to discover their potential through a curriculum of opportunity. All abilities and talents can then be nurtured through an enriched curriculum and extended learning experiences. Making provision to meet the needs of MAT pupils therefore will benefit all pupils”

(“Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils”, WAG)

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Aims

- To raise awareness of MAT learners, their skills and needs amongst learners, parents and staff.
- To be able to identify in a consistent and accessible manner each MAT learner and provide high quality, challenging learning experiences to all pupils.
- To ensure MAT learners are provided with further, extra-curricular activities to enrich and support their learning, where appropriate in conjunction with external agencies.
- To develop, evaluate and refine a curriculum that extends and enriches the learning experience of our most able learners.
- To provide support, guidance and appropriate tracking and intervention systems to enable MAT learners to reach their potential.
- To praise and reward the exceptional performance of MAT learners.

If these aims are to be achieved it is important that Llangatwg develops a culture where:

- Pupils' interests and learning styles are considered in planning.
- Independent learning and decision making are promoted.
- Pupils are encouraged to guide their own learning and not be afraid to try new techniques.
- We encourage pupils to embrace new ideas and the thoughts of others.
- We promote cross curricular links between subjects and key stages.
- We provide a real world context to enrichment activities.
- A variety of styles, techniques, resources and methods are used.
- Pupils have opportunities to work with others (including other year groups) and in a variety of settings.

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Identification of MAT learners

In line with WAG guidance Llangatwg recognises that “the term MAT encompasses approximately 20% of the total school population and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas.” Alongside this an estimated 2% may be described as “exceptionally able”

At Llangatwg we use a variety of processes to identify MAT learners. Opportunities exist to review the MAT learner groups throughout the academic year as we recognise that pupils develop at different rates. To ensure we are consistent and accurate in identifying learners a variety of data/methods are used, including both quantitative and qualitative methods:

- Data from feeder schools (Transition data)
- Teacher assessment levels
- CATs data
- National Numeracy and Literacy Test results
- School band tracking data
- Peer comparison
- Participation records
- Teacher recommendation (particularly for specific subject areas – Gifted and Talented)
- Pupil and parental requests

Responsibilities

Llangatwg recognises that for our MAT learners to achieve the best possible outcomes from their learning experiences it is essential that all stakeholders work together. By working in partnership, MAT pupils are more likely to achieve their full potential. All stakeholders will have specific responsibilities, these will include:

Pupils

- More able and talented pupils will be expected hold high aspirations for themselves and to set their own high achieving learning targets.
- Embrace the varied extra-curricular enrichment opportunities on offer.

Parents:

- Parents / Carers need to be aware that the school is committed to meeting the needs of all pupils whilst providing appropriate challenge and opportunities to the most able and talented.
- Encourage pupils to make the most of the extra-curricular opportunities provided.
- Communicate with the school through the appropriate channels to discuss pupil performance.

Teachers will:

- Be aware of MAT pupils they teach and identify these pupils in their markbooks.

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- Plan, review and evaluate lessons and provision for these pupils with the MAT Coordinator as required, so as to ensure pupils are challenged and stretched.
- Use a range of teaching strategies to ensure the needs of MAT pupils are met.
- Provide clear, subject specific but challenging targets and advice through feedback in line with the school marking, assessment and reporting policies.

Subject Leaders will:

- Ensure that SOW's contain appropriate opportunities for MAT pupils to achieve their potential.
- Monitor the progress of MAT pupils in their subject (including subject specific MAT pupils) through data analysis and scheduled self evaluation processes, including provision audits.
- Ensure that the tracking of MAT pupils will form part of departmental self-evaluation and annual reports of performance to SLT to ensure that progress is made in line with departmental predictions and school target bands. The progress/teaching/learning of MAT pupils will be reported on in departmental action points, reports and SE documents.
- Be aware that curriculum provision and performance of MAT students will form part of departmental reviews/focus area reviews.

Key Stage Learning Leaders will:

- Be part of the early identification process and liaise with the MAT coordinator during the identification process.
- Analyse and interpret year group data pertinent to the Key Stage in order to oversee the target setting, tracking and intervention approaches of MAT pupils.

The More Able and Talented Pupils Coordinator will:

- Put in place a register of More Able and Talented pupils – dependent on discussions with subject teachers, key stage learning leaders and SLT.
- Effectively monitor and track the progress of pupils identified.
- Lead staff discussion and raise awareness through effective INSET provision as appropriate.
- Liaise with key stage leaders, class teachers and form tutors.
- Complete an audit of enrichment and extension opportunities provided by the wider extra-curricular programmes.
- Monitor, according to the whole school's self-evaluation calendar, the appropriateness of differentiated teaching strategies to extend and enrich the curriculum for more able pupils.
- Manage the sharing of good practice through PLC's, Triads, peer observations and other methods.
- Give advice on extending opportunities.
- Develop links with external agencies, for example, The Brilliant Club, NACE.

The Headteacher will:

- Oversee the whole school approach to target setting, tracking and appropriate teaching strategies to ensure that intervention is timely and outcome driven.
- Oversee the work of the MAT Coordinator, ensuring that school requirements are being met.

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- Review the performance of the Coordinator, as appropriate, and ensure that adequate training is provided.
- Ensure that as far as possible adequate financial and time resources are made available.

Governors will:

- Be ultimately responsible for ensuring that this policy is fully implemented reviewed when appropriate.
- Nominate a member to be the link governor with responsibility for pupils who are more able and talented.
- Ensure that when relevant any Governor publications to Parents will comment on the implementation of this policy.

Curriculum Provision

The school's policy for MAT pupils will work alongside the Teaching and Learning policy. Staff will need to make flexible and efficient use of resources within and across departments. Staff will also need to use appropriate teaching styles with pupils and evaluate their outcomes. There are many ways the needs of MAT learners can be addressed in lessons, these will vary between subject but some generic suggestions are:

- Add depth of knowledge and understanding
- Increase the breadth of knowledge and understanding
- Include thinking skills, problem solving and decision making activities
- Accelerate learning (think stage not age) – use GCSE materials in KS3
- Incorporate unusual/contemporary topics
- Set independent learning tasks
- Allow pupils to develop own success criteria

Providing appropriate enrichment opportunities for MAT pupils will also involve extra-curricular activities where possible. Some examples of these are:

- Extra lessons for advanced/additional work
- Pupils teaching pupils within the school or within the partner primary schools
- College visits or lessons (GATE project with NPTC)
- Educational visits to industry, businesses etc
- Guest speakers
- Olympiads and competitions
- Discussion Groups
- Mentoring (teacher-pupil or pupil-pupil)
- Debating Clubs/competitions
- STEM activities
- Opportunities for sport/musical pupils to work with appropriate professionals

Any enrichment activities outside of the classroom must support the learning of MAT pupils in the classroom and not simply replace the classroom provision.

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Monitoring and Evaluation

Pupil progress will be monitored using existing processes established within the school and subject areas in the whole school ARR policy. SIMS and tracking databases will be key parts of the monitoring process. The views of MAT pupils will be sought through pupil voice and used to evaluate and modify policy and practice. The policy will be reviewed at an appropriate date and updated as and when appropriate.

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Approved by Governing Body:

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Headteachers signature and date:

Chair of Governors signature and date: