



Sully Primary School
Ysgol Gynradd Sili

More Able & Talented (MAT) Policy

Date of Ratification: Oct 2019

Date of Review: Oct 2021

Sully Primary School

More Able and Talented (MAT) Policy.

Introduction and rationale:

At Sully Primary School it is our aim to ensure that there is a consistent whole school approach to teaching and learning. We aim to provide an appropriately challenging and stimulating curriculum for all pupils while recognising those identified as more able and talented. Individual pupils should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields. It is important to develop the whole pupil. At Sully Primary School we are fully aware that schools and individuals thrive in a culture of ambition and aspiration. The purpose of this policy is to help to 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.

Aims

- To make early identification of our more able and talented pupils;
- To recognise and meet the whole pupil's needs;
- To enable children to develop their full potential by addressing specific skills and talents;
- To widen opportunities and expectations for all pupils by extending teaching and learning skills;
- To celebrate the continued development of the school as a learning community.

Definitions:

- **More Able and Talented** is the general term for this concept;
- Pupils may be **more able and/ or talented** in diverse fields (academic, creative, sporting, social, leadership);
- **More able** pupils would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;
- **Most able** pupils will be working at two levels above the majority of pupils in the class and would sometimes require additional and different provision;
- **Talented** pupils demonstrate an innate talent or skill in creative or sporting fields

Identification of more able and talented children

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.

Children identified as More Able and Talented will fall into one of the categories above. The initial identification of an MAT pupils will come from their class teacher based on a combination their own formative assessment; assessment data; knowledge gathered from parents/carers or outside agencies.

Below is some information to help to identify MAT children.

More able children in English and Welsh 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;
- use more advanced skills when engaged in discussion.

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;
- enjoy manipulating numbers.

Other indicators of More able and Talented children, away from academic subjects, may include:

- Membership of a club or sports team
- Proficiency in playing a musical instrument
- Involvement in public performances (drama, musical, etc.)

MAT register

The MAT register is reviewed regularly. This review will take part in 3 parts. The first gives Class Teachers the opportunity to identify any children they feel are MAT in certain areas. The Class Teacher should also provide any information on what they are currently doing to support this child in class. Once this stage is complete, the MAT Co-ordinator will compile and review the register. The third stage will give Class Teachers and the MAT Co-ordinator an opportunity to engage in a dialogue on the following areas:

- The Class Teacher may want/need to provide some further information on the rationale of a child's inclusion
- The MAT Co-ordinator will provide support to the Class Teacher, if appropriate, in supporting the child in their work.
- The MAT Co-ordinator will seek the support of outside agencies (e.g. clubs, societies, groups) to provide further opportunities for the child.

The review process will take place on a termly basis (e.g. 3 times each academic year).

Roles and Responsibilities:

The More able and Talented Co-ordinator:

- Our school has an appointed More able and Talented Co-ordinator.
- It is the responsibility of the Co-ordinator to:
- Work with the staff, including support staff, to identify those pupils who are considered more able and talented;
- Create a register of the top achievers in class;
- Monitor and track progress of the pupils identified on the register;
- Liaise with class teachers, subject leaders and the ALNCo and negotiate individual action plans;
- Regularly review the teaching arrangements for children on the register;
- Supporting staff in the identification of these children;
- Will be an active part of the cluster Professional Learning Community for more able and talented pupils and use this opportunity to share good practice;
- Organise opportunities for our more able and talented pupils to work with more able and talented pupils from other schools for enrichment activities;
- Have knowledge of new developments and specialist facilities.

Class teachers:

- The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of more able and talented pupils in his/ her class;
- Class teachers should use a variety of strategies to meet the needs of all pupils including more able and talented pupils (see section on **Learning and Teaching** below);
- The class teacher should keep parents informed of achievements and how best to support their child at home.

Partnership and Communication:

- All more able and talented pupils will be entered on the school's tracking system;
- This information will be passed on throughout the school;
- Class teachers will liaise with the More Able and Talented Co-ordinator to make appropriate provision for these pupils;
- The school will liaise with more able and talented co-ordinators from other schools and where necessary and appropriate link up with external providers and industrial links;
- The school prospectus will contain a section on provision for more able and talented pupils;
- Teachers will liaise with staff at the appropriate secondary schools about those pupils who have been identified as more able and talented at primary school level;
- All staff will be regularly trained about how to address the needs of more able and talented pupils.
- Regular feedback will be sought from both Parents/Guardians and MAT children on how they are being supported in school.

Learning and Teaching

Sully Primary School aims to meet the needs of all children through a targeted and dynamic approach to Learning and Teaching. The school gives all children opportunities to show what they know, understand and can do and through the planning of high quality teaching we aim to ensure all children are challenged to achieve the highest standards possible in their work. The planning of high quality teaching includes:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- targeted questioning to broaden the scope of the child's thinking;
- 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.

All planning should include a suggested provision for MAT pupils. Some examples of such provision are:

- Child initiated learning opportunities, or the opportunity for the child to lead the class in areas of learning.
- Creating opportunities to foster an awareness of the child's own learning style through metacognitive strategies.
- An opportunity for reflection on the child's own learning through self-assessment.
- An opportunity for the child to develop a 'Growth Mind Set' by the setting of challenging work that encourages the child to enjoy the process rather than the completion of a task.
- The use of 'Assessment for Learning' to ensure extension work is targeted to a child's individual needs.
- Critical thinking and problem solving opportunities.
- A 'Mastery' activity that involves further interrogation of the Learning Objective e.g. ask the child to readdress the learning from a different viewpoint; or present a problem in a different or disguised way.

Further opportunities to provide an extended and enriched learning experience could include:

- Visits by experts in certain areas linked to curricular or extra-curricular areas.
- Links with secondary schools.

Sully Primary School offers a range of extra-curricular activities. These activities offer able and talented pupils the opportunity to further extend their learning in problem-solving, sporting, musical and creative clubs.

At Sully Primary School we recognise that pupils develop at different rates and can be affected by varying contextual circumstances. As such we understand the need for our continued review of the identification of more able and talented pupils.

Equality Act 2010

In Sully Primary School we believe that everyone is entitled to equality of opportunity, including those with protected characteristics as mentioned in the 2010 Equality Act. Staff practise an equal opportunities philosophy, which is reflected in the ethos of the school as well as in the formal and informal curriculum. In all subjects we strive to avoid direct discrimination, indirect discrimination and discrimination arising from disability. We make reasonable adjustments for disabled pupils. More information can be found in the School's Equalities Policy.

Monitoring and Review of the Policy

The headteacher and MAT coordinator will review this policy. It will be discussed with the staff and governors where appropriate. It will be updated in response to any new information received.