



MORE ABLE & TALENTED POLICY

Responsibility:	L E Pownall
Review:	September 2019

Introduction

At Llantwit Major School we believe that all children are entitled to an education that will enable them to develop their full potential, within the physical, aesthetic, creative, emotional, spiritual and social aspects of the school. The school is committed to providing a sufficiently challenging and wide ranging curriculum for all of its pupils, and this involves providing opportunities to identify and in turn nurture those who are 'more able and / or talented' (MAT) and their exceptional talents and abilities.

Aims

- To be able to identify, in a consistent and accessible manner, each MAT student.
- To show clearly the opportunities available for each student when they have been identified.
- To provide support, guidance and appropriate challenge for all MAT pupils.

Definition

"In Wales the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas... Ability and talent can manifest itself in many different ways e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards for all pupils..." (Meeting the challenge – Quality Standards in Education for more able and talented pupils May 2008. Guidance Circular 006/2008.)

In defining what is meant by the term 'more able and talented' we have adopted the following definitions:

- Those pupils who possess a general academic learning ability that is significantly greater than most of their peers.
- Those who show an exceptional talent e.g. superb footballing skills, accomplished violinist, breathtaking artist.

Identification

No one method of identification can be entirely accurate; however this is viewed as part of good practice, and of a continuous process, across the Key Stages.

We endeavour to obtain as much information about individual pupils as possible and the methods employed are as follows:

- Information from Year 6 teachers regarding ability in the core subjects and other MAT areas e.g. any able musicians, sports stars or budding actors.
- MAT programmes run for Year 6 pupils in Core subjects.
- Year 7-13 teacher assessments.
- The use of subject specific assessment criteria.
- Individual teacher knowledge with regards to an individual pupil's ability.
- Fischer family trust (FFT) grade estimates.
- National Literacy & Numeracy Testing
- Less formal data can be provided by parents and outside clubs and activities.

Arrangements for coordinating provision include:

- The introduction of signposted opportunities, enrichment / extension material for MAT pupils within schemes of work.
- An awareness amongst all staff of their role in the identification of MAT pupils based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
- Continuing professional development for staff that addresses the needs of MAT pupils including developing teaching and learning styles that take account of differentiation, enrichment and extension.
- The effective assessment of pupils' potential and performance.

- Identification of enrichment and extension opportunities provided by the wider extra-curricular programmes e.g leadership programmes, Duke of Edinburgh award.
- The active encouragement of pupils to enter local and national events, including residential courses and competitions.
- The provision of discrete student support (where required).
- Opportunities for MAT pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.
- Close liaison by the school with external support agencies and the home.
- Careful grouping of students at to allow for curriculum based enrichment or 'fast-track' opportunities where appropriate.
- The regular monitoring of MAT pupils by subject teachers, Leaders of Learning and Senior Management occurs and mentoring is provided, if appropriate, within the school and / or using outside agencies.
- School 'Aspire' group programme
- Seren Network
- Support for prospective Oxbridge applicants

An Approach to Provision at Classroom Level

- The classroom should offer a carefully structured positive atmosphere in which the contribution made by pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered. Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation.
- Teachers should also demonstrate good questioning techniques.
- There should be an atmosphere of mutual respect where mistakes are accepted as a route of learning.
- Effective differentiations is key to appropriate challenge at classroom level, and good practice is shared regularly to promote this.