



# More Able and Talented Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu  
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau  
See Policy Review Timetable*

## Logic

Every pupil has the right to an extensive, balanced and relevant education which provides continuation and progression and which takes into consideration the variations between individuals. This school strives to provide a curriculum which meets the needs and abilities of each learner, including 'more able and talented' learners.

## Definition

The school perceives '**more able and talented' learners as those who achieve, or have the ability to achieve, a higher level than average for their year group** [e.g. displaying obvious talent(s) which are beyond the reach of their peers and / or who work to a higher level than their peers in a subject or subjects e.g. Key Stage 2 Level 5+, end of Key Stage 3, Level 6/7].

Statistically, around 20% of each year group can be expected to be 'more able and talented', with a few more brilliant learners amongst these. We realise that percentages can vary, as do the nature, characteristics and the intensity of the abilities and talents found. We use a range of strategies, equipment, data sources and information together with liaising with experts to try and identify each more able and talented learner, whatever their aptitude, within a range of fields, subjects and aspects of life, so that we are able to adequately provide for them and respond to their needs. In addition, it is expected to find about 2% of exceptionally able pupils in each year group.

## Identifying strategies

The identification process is a continuous one which starts when the individual joins our school. It is a vast and flexible process which calls for all staff, staff with particular responsibilities, the governing board, the learners and their parents/ guardians to take on a role and encompasses the gathering and collating of information from former and present teachers, information from parents and guardians, information from the learners themselves and their peers and an input from other significant persons, if appropriate.

Our basic principles are : to ensure the best possible standard of education and learning for all; to plan and present motivational, varied and aptly-challenging tasks; to provide staff with the tools to enable them to use a variety of methods to identify more able and talented learners, implementing their professional judgement; to sensitively discuss matters with pupils and their peers; to act on evidence from reliable sources, including outside agencies and individuals, the outcomes of assessments and / or test results.

## As a school, we identify MAT pupils by various means :

- By means of data and Primary-Secondary transfer information (or from previous schools) e.g. attainment levels, reading and numeracy test scores, pastoral information from the primary school (other);
- By means of nominations from departments – which are updated every Autumn with any additions being submitted as required throughout the year;
- By means of nominations from parents ; and
- By means of nominations from pupils, fellow-pupils or the community.

### **The School record: The MAT Register**

- Once the school has identified learners who are gifted and / or talented and / or able, this is recorded at the school at subject/area/year and whole school level as appropriate. Details are given of the nature of their expertise, with reference to the relevant field / fields or specific aspects.
- The contents of the list is made available to all staff and they will act appropriately on its basis.
- The record / list is revised regularly and it is decided whether the learners are reaching their full potential or not.
- The register is fully updated annually, early in the Autumn term and as needed over the year.

The school Website and Twitter accounts are used to celebrate all our pupils' successes. The success of more able and talented pupils across a range of fields and experiences is a strong feature of our social media communications including our 'e-Bont' news pages and 'Y Bont' Archive.

### **Learning, Teaching, Curriculum and Organisation**

Teachers will provide tasks, challenges and differentiating activities and a range of support and resources for all school learners; acting on and providing suitable challenges for more able and talented is a part of this core expectation.

- An extensive and balanced curriculum is provided, based on the requirements of the Welsh National Curriculum 2008 and the Literacy and Numeracy Structure, and also on the Thinking and IT aspects of the Non-statutory Skills Structure. This enables teachers to adapt a work programme to cater for each individual's abilities, including the more able and talented learners.
- We share information about pupils' previous attainments when they transfer, including their reading and numerical scores. Test data is also shared when pupils are transferred within the school and pupils' previous attainment data is available to all staff through SIMS.
- Formative and continuous assessments are made in comparison to National Curriculum Levels and these are regularly implemented to pose curriculum targets, so that everyone can attain at their highest possible level and continue to progress. Learners are a part of this process and therefore are operational.
- Extensive enriching opportunities are offered to groups of more able and talented learners, including co-operating on specific projects within this school and beyond.
- School staff will co-operate with organisations, agencies and or / other key individuals to identify resources, equipment and training resources and experiences which can satisfy teaching-learning needs and the aspirations of more able and talented learners.

### **Effective teaching means :**

- it's attainable, relevant and memorable
- that it develops skills and extends comprehension as well as developing and extending information
- it builds on previous teaching in an appropriate way and leads clearly and evidently towards the next steps
- it's an active process by which the learners link new experiences with ones which already bear a meaning for them and accommodate and assimilate new ideas
- it happens in the company or in the context of other people
- it reacts to the 'voice of the learner'.

**The Teacher should:**

- enrich – delve deeper into the subject
- extend – expand teaching horizons
- accelerate – progress through the basic work faster
- release – nurture his / her pupils' independence
- confine – in order to enable the pupils to take advantage of the wider community resources
- celebrate – in order to 'normalise' exceptional performance.

**Differentiation and challenges can be made by:**

- Effective questioning e.g. by refining the quality, range and timing of questions; by using open and / or a sequence of questions to extend pupils' reaction and their minds;
- Organisation on a cognitive level e.g. teaching levels from simple to complicated (Taxonomy Bloom – Appendix 2);
- Arranging for the pupils to co-operate to complete information-enhancing and problem-solving tasks (co-operative teaching by means of query and research);
- Using extended projects and important questions;
- Modelling work of a high standard and differentiating the outcomes, criteria and action/learning steps which pupils make;
- Setting high targets for pupils and supporting them as they reach for them whatever their needs, skills, ability or talent; and
- Developing pupils' contemplative skills and their meta cognition so that they take an active role in their learning and their progress.

**Inclusion**

The school recognises that some able and talented pupils will be keen to specialise in some fields or activities, possibly at the expense of other experiences or subjects within the curriculum. The school's policy is to encourage and promote all learners to reach their full potential in every field and subject, including those subjects in which they're able and talented; efforts are made to avoid any learner failing to fully take advantage of the curricular expanse and the various enriching experiences the school offers.

**Staff development and training**

The school takes advantage of INSET and advisory advice to train its staff to appropriately and effectively provide for the needs of more able and talented learners, and wherever possible, the school supports staff to attend relevant courses and conferences. We aim to connect the needs of individual DPP staff with the LEA's priorities, national priorities and with the school as far as more able and talented learners are concerned.

**Leadership and Management**

The school's More Able and Talented Learners' Co-ordinator is a member of the SMT. Amongst the co-ordinator's duties are -

- to lead the formation and revision of the record/list of more able and talented learners, in co-operation with the rest of the staff, members of the SMT and the Governing Board.

- to offer parents/guardians a worthy role in the process of identifying more able and talented learners, and of revising pupils' provision and their progress.
- to ensure staff are up to date on strategies, teaching-learning methods, equipment, materials, IT resources and other sources which are available in order to provide flexibly and effectively for more able and talented learners.
- to co-operate with the SMT and mid-managers to monitor the provision for MAT pupils and the progress made by more able and talented learners, identifying any particular measures which are needed to respond to the aspects and priorities which need attention.
- to monitor and report on the progress made by more able and talented learners to themselves and to their parents/ guardians, to school staff and to the Governing Board.
- to ensure that the extent of the success and merit agenda of the more able and talented learners is brought to the attention of all staff and the Governing Body.
- to co-operate closely with Primary Heads in the catchment area so that MAT pupils transfer effectively.

**Other responsibilities:**

**Each teacher:** should plan for MAT pupils on a daily basis by following the above guidance and steps;

**Heads of Departments and Co-ordinators:** to ensure that there is quality of provision for MAT pupils and that they are suitably challenged and supported; to monitor and report on MAT pupils' achievements as part of the on-going Self-Assessment process;

**Progress Heads:** to be aware of MAT pupils in their year and to monitor their progress by checking data from internal reports, internal and external assessments and by interviewing particular pupils e.g. MAT pupils who are under-achieving, MAT pupils who are performing exceptionally well, MAT pupils who are also included in other vulnerable groups (PYD, LAC...).

This Policy is operated in conjunction with other policies such as ALN Policy, Assessment Policy, Recording and Reporting Policy, Teaching and Learning Policy and the Literacy and Numeracy Policy.