



## More Able and Talented Policy 2018



### Rationale

**The EAS 2018 Regional Strategy Document defines more able and talented as:**

*'Children and young people with one or more abilities developed to a level significantly ahead of their peers, or with the potential to develop those abilities and to achieve at the highest levels through challenging learning opportunities and an enriched curriculum'*

At St Martin's School we recognise that each pupil is unique, displaying a range of intelligence and abilities. We plan our teaching and learning in such a way that we aim to nurture and challenge all learners to achieve the highest standards of learning. Furthermore, we aim to support each individual in the development of their full potential academically, socially and spiritually and in a way that embraces the rapidly developing challenges of our 21<sup>st</sup> century society.

We value the success of all our learners and strive to ensure that all pupils utilise every opportunity to achieve the highest of standards. We recognise the needs of More Able and Talented (MAT) learners and are committed to developing strategies for:

- Identifying MAT learners;
- Supporting MAT learners;
- Challenging MAT learners appropriately.

### Definition of More Able and Talented

In line with Welsh Government guidance, the term More Able and Talented "*encompasses approximately 20% of the 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.*"

Approximately 2% of learners will be described as "*exceptionally able*".

The term 'more able and talented' can be clearly categorised by the following definitions:

- Those learners who possess a general academic learning ability that is significantly greater than most of their peers;
- Those who show an exceptional talent in one or more specific area, which could include practical, creative and social fields of human activity.

### Aims at St. Martin's School

At St Martin's School we will strive to ensure that we develop our provision for MAT learners so that a variety of teaching and learning strategies extend and enrich the experience of our learners. We will achieve this by initially ensuring that we:

- Provide a secure, stimulating and structured environment in which all learners can develop an enquiring mind and achieve high standards of work;
- Liaise with parents, carers and other stakeholders to promote the fact that more able and talented learners have particular educational needs which must be met to realise their full potential;
- Encourage commitment to the personal, social and intellectual development of the child;
- Encourage a broad, balanced and appropriate curriculum for more abled and talented learners;

- Encourage full participation and strive for high standards of learning in academic, sporting and artistic endeavours;
- Encourage learners to develop interests through extra-curricular activities at school and in the wider community.

In process:

- 'More able' learners who are identified as being above the core of the cohort in any area in one or more subjects will be identified, supported and challenged appropriately.
- 'Most able' learners who have the ability to excel in one or more areas will be identified, supported and challenged appropriately;
- MAT learners who have the potential to achieve, but do not regularly demonstrate high achievement will be identified and supported to overcome any barriers to achievement. High potential will be nurtured.
- We acknowledge that MAT learners may already appear on the AEN register for additional needs and will strive to meet the needs of the individual learner accordingly.
- MAT learners who demonstrate exceptional talent in fields such as music, art, drama, sport will be celebrated and provided with opportunities, where possible, to gain further experience and enhance the development of their abilities and talents.

### **Characteristics of More able and Talented Pupils**

A more able learner may demonstrate one or many of the following characteristics:

- Ability to learn more quickly and easily;
- Greater reasoning ability;
- More than usual persistence;
- Greater speed of thought;
- Greater memory;
- More extensive vocabulary;
- More accurate powers of observation;
- A vivid imagination;
- Leadership skills;
- Greater initiative;
- A well-developed sense of humour;
- High personal standards;
- Divergent thinking;

### **Procedures for Identification**

Identification of MAT learners needs to be ongoing. Learning is not a linear process and learners progress at different rates. In order to cater for this complexity, a variety of sources for identification are used which include qualitative and quantitative methods:

- Teacher recommendation in specific curriculum areas;
- Partnership school information (KS2-KS3 transition);
- National Curriculum levels achieved;
- Statutory test results;
- Parent/peer/self-recommendation;
- Extra-Curricular activities;
- Records of achievement/test and assessment results.

Learners who are identified as being MAT by faculties will be added to the school register that is accessible to all staff. Parents and learners will also be notified when their child is formally identified as being more able and talented. This will be monitored by the school and reviewed on a termly basis. Learners may be identified as being most able, more able or talented in specific faculty areas. Faculty leads will use specific identification criteria in order to determine this.

### **Curriculum Provision**

Some key principles in planning for MAT provision include:

- A curriculum designed to allow more able learners challenging and enriching learning opportunities
- A flexible curriculum which values learners' interests and styles and allows for independence in the pursuit of knowledge and understanding
- Conceptual learning to feature highly, with tasks which prioritise problem solving, enquiry, high-level analysis, application and synthesising of learning and bigger picture thinking
- Advanced material and resources, for example sources taken from contemporary developments and research
- Cross-curricular links ("interconnectedness") and real-life exemplification
- Development of metacognition
- Teaching with planned opportunities for depth, breadth and pace in learning
- Learning which involves self-direction, collaboration and independence
- Assessment practices which pinpoint reliably learners' achievement and progress and inform teaching and support strategies.

### **Teaching and Learning for MAT Learners (See Teaching and Learning Policy)**

The provision of challenging activities will be at the core of the education we offer to MAT learners. Strategies to deepen and extend learning will include:

- Tasks and questioning which involve analysis, synthesis and evaluation;
- Tasks which require problem solving, enquiry, critical thinking and research skills;
- 'Rich' open ended tasks and 'mastery' approaches;
- Tasks and assessment which encourage metacognition and talking about the learning process;
- Tasks and classroom management which encourage the use and development of independence and choice;
- Encouragement of transfer of knowledge and transfer across disciplines;
- More advanced and conceptually difficult content;
- Consideration of 'big ideas', the identification of trends and patterns and analogising;
- The use of higher order technical and disciplinary discourse.
- Differentiation by outcome, task and pace

- Extension and enrichment activities
- Extra-curricular provision (lunchtime/after school/educational visits)
- Encourage independence and autonomy
- Support learners in using their own initiative
- Encourage learners to be open to ideas and initiatives presented by others
- Encourage connections to be made across subjects and aspects of the curriculum
- Links learning to wider applications and authentic contexts
- Encourage the use of a variety of resources, ideas, methods and tasks
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage.

### **Tracking Progress and Raising Attainment**

Across the school we will analyse existing data relating to those learners capable of high achievement in one or more domains, including data on prior attainment and achievement. This data will be analysed at termly intervals and will form a part of the interim reports to parents.

Quality assurance systems will ensure that there are robust procedures for standardisation and moderation of standards both within school and between schools.

### **Support and Intervention**

At St. Martin's School we will ensure that specific and targeted support is in place for more able learners with, for example, barriers to achievement, socio-economic disadvantages, exceptional abilities and those with additional social and/or emotional needs.

Such support, where appropriate, could include:

- Learning interventions to support aspiration raising, enrichment and specific skills development
- Coaching or mentoring to support learning or aspirations
- Peer group opportunities inside or outside school
- External expertise to support enrichment and exceptional needs

### **Supporting Underachievement**

In situations where more able learners are underachieving and/or disadvantaged, they may have specific targets supported by interventions which may include:

- Learner and parent involvement in setting time-specific targets and work plans
- Details of steps to be taken and skills to be mastered to help learners achieve targets

### **Roles and Responsibilities**

In sustaining a school ethos that promotes partnership, it is recognised that all parties have a significant role to play in the nurturing of a successful MAT provision.

### **Learners**

More able and talented learners will be asked to set their own rigorous learning targets and will be provided with work that is differentiated appropriately on a daily basis to meet these targets. Learners will be surveyed to identify their key strengths and skills to aid in the identification of MAT traits.

### **Parents and Careers**

Parents of learners who are identified as more able and talented will be made aware of this by the school.

Parents will be surveyed to identify their child's key strengths and skills to aid in the identification of MAT learners.

### **Senior Leaders**

Senior Leaders will aid faculty leaders in initially establishing a list of More Able and Talented pupils in order to:

- monitor and track the progress of pupils identified ensuring that the register is sustained and updated regularly;
- lead staff development and raise awareness through effective training provision;
- liaise with class teachers, subject/faculty leaders, SLT and Governing Body;
- establish and manage a whole school resource facility to provide recent materials to share good practice including NACE resources.
- provide advice and guidance on extending opportunities and linking to other agencies such as Seren.

### **Heads of Faculty**

Each Head of Faculty will liaise with the SLT lead over the early identification of more able and talented learners. The process of identification will be supported with relevant subject specific evidence. Heads of faculty will use pupil data in order to effectively track and monitor pupil progress in specific subject areas.

### **Classroom Teachers**

Classroom teachers are responsible for the planning and delivery of a curriculum which reflects the current knowledge skills and understanding of the individual learners. Teachers should use formative assessment to identify gaps in learning and progression, and provide high-quality feedback to learners to ensure that they know what they need to focus on to improve and should:

- Use detailed data on prior learning to plan lessons which include appropriate starting points, step-off points and extended learning for more able learners.
  - Provide a range of tasks which allow learners to acquire knowledge and develop skills and understanding, and then apply these to complex or novel situations.
  - Identify when learners do not naturally work at greater depth, and make increasing demands on them to challenge themselves.
  - Utilise effective questioning skills to enable learners to attain at a higher standard and to diminish gaps or misconceptions.
  - Using clear objectives and success criteria checks on learners' acquisition within the lesson, and adapt teaching in response to this.
  - Record evidence of teaching, acquisition of knowledge, secure understanding and extension of learning to have an accurate understanding of individual learning needs and achievements.
  - Use objective-driven and accurate marking practices to refine teaching for subsequent lessons to fill gaps or extend learning.
  - Provide clear spoken and written feedback that is directly related to criteria.
  - Provide guidance on next steps and areas for improvement
- Provide opportunities to improve and develop learning.
- Use summative assessment as a diagnostic tool, and share this information with learners

### **Additional Needs Coordinator**

- Will oversee the implementation of appropriate intervention plans where necessary and support the school in monitoring the performance and provision of more able and talented learners
- Will manage IEPs for students who are identified as being exceptionally able across the curriculum
- Will liaise with outside agencies for additional support and intervention

### **Governors**

An identified MAT link governor will be identified and will support the school in matters relating to the review of this policy.

The Annual Governors' Report to Parents will comment on MAT provision