



More Able and Talented Policy

Introduction

At Ysgol Gynradd Gymraeg y Castell we recognise and support the needs of those children in our school who have been identified as more able and talented (MAT) according to the NACE guidelines in one or more areas of learning. This policy also takes account of the Welsh Government (WG) document: Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils (2008).

Rationale

It is our aim and objective to ensure individual children are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. We are also committed to identifying and meeting the needs of these young children as early as possible in order to enable them to achieve their potential.

Aims

- A shared definition of the term ‘more able and talented’
- Provide a range of appropriate strategies to meeting pupils’ needs that extends and enriches the learning across the curriculum – particularly with regard to literacy, numeracy and ICT
- To work effectively in partnership with young people and parents / carers to enhance learning opportunities
- To make use of the wider community to enhance learning communities
- To provide opportunities to challenge MAT learners through extra-curricular activities such as physical education, art, music, technology, science, ICT and art.

Definition of a “More Able Pupil”

The school recognises in line with Welsh Government guidance that 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”.

In accordance with NACE guidelines, ‘more able and talented’ refers to a pupil whose performance exceeds that of his/her peers in relation to national expectations and their age grade in school but who does not necessarily perform at a high level across all areas of learning.

- Young people may be more able and/or talented in diverse fields: academic, creative, sporting, social and leadership.
- A ‘more able’ pupil has the capacity for or demonstrates significantly higher levels of performance in one or more area than most children of the same age and often requires enriched and extended opportunities across the curriculum.

Identification of More Able and Talented Children

Ysgol Y Castell uses a range of strategies to identify more able and talented children:

- Teacher observation, assessment and nomination based on class work
- Teacher nomination based on observation and assessment of extra-curricular activities
- Analysis of data including National Curriculum levels

In Ysgol Y Castell, we consider a high level of attainment to be a standardised score of 115 or above in subjects where achievement is recorded as a standardised score namely mathematics, spelling and reading.

In subjects where standardised scores are not obtained, we consider a high level of attainment to be children working at a whole level above age related expectations (see table below). Foundation subjects are assessed each term and more able and/or talented pupils are recorded on the MAT register.

Year	Expected Level of Achievement	Criteria for MAT
Nursery	Outcome 1	Outcome 2
Reception	Outcome 3	Outcome 4
Year 1	Outcome 4	Outcome 5

Year 2	Outcome 5	Outcome 6
Year 3	High 2/Low 3	High 3/Low 4
Year 4	Secure Level 3	Secure Level 4
Year 5	High 3/Low 4	High 4/Low 5
Year 6	Secure Level 4	Secure Level 5

- Records of achievement / test and assessment results
- Parent / Carer nomination based on skill, interests and abilities using questionnaires
- Letters from external specialists i.e sports / drama / music clubs.

Roles and Responsibilities

The More Able and Talented Co-ordinator

The co-ordinator with responsibility for more able and talented is Mr G. Robinson. The co-ordinator will:

- Monitor and track the progress of children identified on the register
- Lead staff discussion and raising awareness about the aims and expectations
- Liaise with class teachers, senior leadership team and the SENCO
- Liaise with external agencies / partners and professionals to provide extended opportunities in an enriched learning environment
- Monitoring teachers planning to ensure provisions are made to challenge children's talents, particularly with regard to literacy, numeracy and ICT skills
- Ensure extra-curricular opportunities are provided to challenge MAT pupils.

Class Teacher

- The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of MAT children in his/her class
- Class teachers will liaise with other staff members during transition periods
- Class teachers should plan effectively using a variety of strategies to meet the needs of MAT children including differentiation of tasks and extended challenges

Parents / carers

- We want our parents / carers to be aware that we are committed to meeting the needs of all our learners.

Learners

- The school aims to provide a stimulating learning environment for all its learners, this includes the more able and talented children
- MAT children will be asked to set their own rigorous learning targets (in agreement with the class teacher)
- MAT children may be asked to contribute towards developing skills in other children at Ysgol Y Castell
- Achievement will be celebrated within the school

Governors

- The governing body will be responsible for ensuring that this policy is fully implemented
- A governor has been given specific responsibility for children who are more able and talented
- The Annual Governors' Report to Parents will comment on the implementation of this policy

Provision

The school's policy for more able and talented children will work within the framework of the Teaching and Learning policy.

Strategies inside the classroom include:

- Varying groups to suit tasks
- Setting in years 5 and 6 for numeracy lessons
- Extension and enrichment activities
- Child initiated learning opportunities
- Differentiated teacher questioning
- Targeted use of classroom assistants
- Adopting a problem solving and skills based approach
- Value learners' own interests and styles
- Awareness of learning styles
- Visits by experts
- Use of MAT children as tutors
- Shared expectations of lessons
- Flexible and efficient use of classroom and extra-curricular resources
- Use of teacher assessments and observations to inform future planning

- Sufficient differentiation for all children that offers sufficient challenge for MAT children.
- Praising and celebrating the achievements of more able pupils in the classroom and as a whole school.

Strategies outside the classroom include:

- Extra curricular provision (lunchtime/after school clubs)
- Regular performance and competition opportunities i.e Urdd organised events for sport, music, dance and art.
- Use of the wider community for provision including educational visits, residential courses, use of the public library and the use of local expertise.
- Invitation of experts to the school to give talks, shows or workshops which can also include parents who are identified as having a particular area of expertise which matches the needs of the pupil.
- Links with other schools in the cluster including supporting the transition of MAT children in year 6 with their transition to Cwm Rhymni secondary school with regular visits to the school.

Monitoring and Evaluation

Regular monitoring and evaluation will be carried out by class teachers and through liaison with the more able and talented co-ordinator, the progress and attainment of the MAT pupils will be tracked.

Formal monitoring will be carried out annually by the MAT co-ordinator via discussion with pupils and teachers, book scrutiny, lesson observations and monitoring of planning. This information will be presented to the Headteacher and Governors.