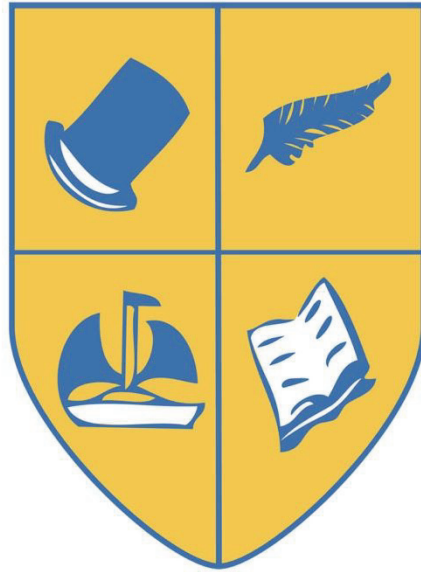


# More Able & Talented Policy



September 2022

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.'

In our school, it is our intent that we help children to develop resilience, perseverance and independence. Our children learn that they are valued and valuable, they are independent people in their own right. As a school community, we will endeavour to support each child to make the most of every opportunity we offer. We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration the four purposes of our curriculum which are that all learners become:

- Healthy and confident individuals
- Ambitious and capable learners
- Enterprising and creative contributors
- Ethical and informed citizens

### **Intent**

At Neyland Community School we aim to provide a curriculum that is appropriate to the needs and abilities of all our learners. We recognise that each child as an individual displays a range of intelligences and abilities, and we therefore plan our teaching and learning experiences so that each child is enabled to develop their full potential across all areas of learning. We respect the right of all children in our school and understand and embrace our commitment to all learners being able to access all areas of learning, and to develop the knowledge, skills, understanding, attributes and attitudes as set out in our curriculum's four purposes. At Neyland, we value the success of all our children and endeavour to use a range of methodologies and pedagogical principles to provide equal opportunities for all. We also set out a commitment to provide all our learners every opportunity to achieve the highest of standards. This policy sets out the way in which this happens for our more-able and talented children.

### **Definition of MAT in Neyland**

**More able** learners and Talented are those identified as being above the core of the class in any area (including the curriculum areas plus leadership creative etc.) These learners may be very good in one or more areas of the curriculum.

We also use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. More able learners should be provided with extended opportunities to discover and develop their talents.

The term 'more able and talented' encompasses learners who extend their learning to a greater depth across the curriculum as well as those who show talent or skill in one or more specific areas. The identification of more able and talented learners is linked to context and by learners who require extended educational opportunities, regardless of how they compare to more able and talented learners in other schools.

### **Aims of policy:**

Our MAT policy works 'hand-in-hand' with our RADY principles, so we ensure all learners are considered in terms of being exceptional in any area of the curriculum.

We strive to identify those more able and talented learners who have the potential to achieve, but do not necessarily regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them. It is important to note that some learners are exceptional and may appear in different school identification categories. For example, a child could be included in the ALN register and still be described as more able or talented. At Neyland we recognise this exceptionality and aim to provide for the needs of individual learners accordingly.

### **Overall Objectives**

Through this policy we strive to:

- Ensure that we recognise and support the needs of our More Able and Talented children
- Enable More Able and Talented children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them.
- Encourage children to think and work independently
- Use appropriate assessment of children's abilities and needs
- Link with other agencies and experts to provide enrichment opportunities that may help the development of identified children.

### **Identification of MAT learners in Neyland**

At Neyland, MAT pupils are identified by both formal data driven characteristics as well as professional judgements made by teachers and adults that work with our learners across all areas of learning.

We identify these learners in LLC and MN as achieving a standardised score of 120+ in the national standardised tests, or 110+ accompanied by supporting evidence on classroom learning identified in teacher professional judgements.

To support professional judgement, we also use the characteristics set out by **NACE** and practitioners complete a MAT identification tool to further help identify MAT learners.

In Neyland, we make sure the identification process is transparent and fair. We do not discriminate against any group of children and include learners who show talent in any area of the curriculum. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it. Our aim is to build a comprehensive picture of each child's ability.

The names of learners identified as More Able and Talented are recorded on our More Able and Talented list so that their progress can be specifically tracked. Learners may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve.

Once identified learners will remain on the list unless they cease to meet the criteria for nomination. When they will be transferred to a shadow list, we never delete completely any pupil as they may be experiencing a period of consolidation or plateau. The list is updated and reviewed by staff three times a year.

### **Teaching and learning style**

Teachers in Neyland plan carefully to meet the learning needs of more able and talented learners. Learners are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning.

### **Classroom strategies**

- Helping children to establish what they already know, and what/how they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised learning approaches
- Allowing different starting points
- Setting open-ended tasks
- Asking open-ended questions
- Encouraging imaginative and creative work
- Allowing time to tackle extended tasks or individual interests
- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work
- Encouraging learners to explain how they have learned something.
- Providing enrichment and extension activities.
- Using in-class support to provide additional learning opportunities for More able and Talented pupils
- Valuing and rewarding quality
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in class.

The school also offers a range of extra - curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting musical and creative clubs

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives regard to the more able and talented learner.

### Appendix 1: Identification Tool

#### Personal Traits

Trait/score	1 (not like this)	2	3 (like this a moderate amount)	4	5 (markedly like this)
Inquisitive, curious, alert and responsive to new ideas					
Quick/agile thinkers					
High self-motivation/initiative; can work well independently					
Socially adept					
Show leadership qualities					
Good/unusual sense of humour					
Sensitive/sensitivity and empathy with others					
Socially immature/isolated; prefer computers to people					

#### Learning Ability

Trait/score	1 (not like this)	2	3 (like this a moderate amount)	4	5 (markedly like this)
Learn new ideas and concepts quickly/easily/readily					
Good at reasoning/logical/analytical thinking					
Good at dealing with abstractions/abstract thinking					
See relationships between things; can generalise from specific facts					
Good at understanding things/meanings; show unusual insights					
Able to memorise quickly/easily					
Follow complex directions easily					
Keen powers of observation					
Advanced vocabulary/verbally fluent/good					

self-expression					
Learned to read early, often before school age; rapid readers					
Good attention; concentrate and persevere for long periods if interested					

### Learning styles

Trait/score	1 (not like this)	2	3 (like this a moderate amount)	4	5 (markedly like this)
Dislike repetition of concepts and closed tasks; get bored easily					
Informed/show interest in ideas and concepts beyond their years					
Creative/imaginative; original ideas in problem-solving; may be artistic/musical					
Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps					
Many interests/hobbies; read across a wide range of subjects					
Prefer verbal expression; reluctant to record things in writing					
Resent imposed timetable restrictions if interested in a task					
Perfectionists; may lean towards being obsessive					

### Appendix 2: Categories of MAT learners

MAT Category	Definition / explanation
All round high achiever	A pupil who may excel in several areas across the curriculum. They will display higher level test scores and Curriculum judgements above age related expectations.
Literacy / linguistic	A pupil who displays excellent reading and spelling skills for their age. A pupil who enjoys extended writing and excels in this area. A pupil whose speaking and listening skills are of a high quality.
Mathematical / logical	A pupil who displays excellent mathematical skills and thrives in areas of number, shape, space and measure. A pupil who has excellent problem skills and can reason mathematically.
Visual / artistic / creative	A pupil who has a natural flair for artistic and creative work. A pupil who may think creatively and present their work in different ways to their peers
Musical	A pupil who has a particular talent when singing or playing an instrument. A

	pupil who may have sat a grading exam outside school.
Leadership / interpersonal	A pupil who thrives on responsibility and taking charge and succeeding with group tasks. Somebody who enjoys speaking in front of an audience and excels in speaking tasks such as presentations, debates or assembly tasks.
Physical – games / dance / gym	A pupil who excels on the sporting field, gymnasium or swimming pool and is seen as a role model for others. A pupil who participates in their chosen sport outside school to a high level.
Technological	A pupil who excels in their use of ICT and who may have an impressive knowledge of computer software and excellent skills when working on an iPad or other technology.
Thinking/reflective	A pupil who displays a unique ability to reflect on their own work and topics in class. A pupil who “thinks outside the box” and displays “different” ways of doing things.
Scientific	A pupil who excels in science and who may have an exceptional knowledge on a specific area of science. May also be a member of a particular science club such as astronomy.

### **Appendix 3: Enrichment/Opportunities for MAT learners**

MAT Category	Definition / explanation
Extension	When a pupil is asked to complete an extended task after the main task of the lesson has been completed.
Enrichment	When a pupil is given a task that is different from the other learners in the class, and may involve a higher level of understanding.
Planned opportunities for independent learning	When a pupil has been given an independent learning task with very little or indeed no teacher input. It may involve individual research and presentation of a certain area of learning.
Problem Solving Activities	When a pupil is given a specific task that involves solving a problem. It may involve a mathematical reasoning challenge or a task where the pupil has to think logically.
Assemblies/concerts/ productions	When a pupil is given an opportunity to display their talents in front of an audience. It may be in a “lead role” of a show for example.
Choir	When a pupil is given the opportunity to sing or play an instrument in front of an audience.
School Clubs	When a pupil has been invited to a specific school club to enhance his/her learning. An example may be STEM club to showcase exceptional science and technology skills.
Charity Work	When a pupil is given an opportunity to take part in a specific activity that involves contributing to a charity. It may involve speaking in an elderly people’s home, setting up their own charity event or managing the finances of an event i.e. comic relief.
Responsibilities i.e. prefect, captain	When a pupil is elected to lead a specific area of responsibility in the school, such as School Parliament, Eco-Warriors, Criw Cymraeg or Rights Respecting School Ambassadors.
Outside provision	When a pupil’s talents are provided for outside school, and the school

	contribute towards this e.g. allowing a pupil to leave early for training or an event or using the pupil as a model of good practice to the other pupils.
ICT	When a pupil displays a specific flair for ICT and is given the opportunity to showcase their work using a computer or iPad.

Policy by: Mr Ricky Bowen

Date: September 2022

*Article 28: All children have a right to an education.*

*Article 29: Education should develop each child's personality and talents to the full.*

*Article 30: All children have the right to learn and use the language and customs of their families whether these are shared by the majority of people in the country or not.*