

Allensbank Primary School



More Able and Talented Learners Policy

Introduction

At Allensbank Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child to develop their full potential academically and socially.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

This policy guides the way in which this happens for our more able and talented children.

Definition

As schools plan provision for all learners, they will need to include provision for those defined as More Able and Talented (MAT).

The term 'More Able and Talented' encompasses learners who are more able across the curriculum, as well as those who show talent in one, or more, specific areas. Identification is context driven, approximately 20% of the school population may be more able, while the top 2% could be considered exceptionally able.

'The identification of more able and talented pupils is linked to context and in every school there will be a group of pupils who require extended educational opportunities, regardless of how they compare with more able and talented pupils in other schools.'

'A Curriculum of Opportunity: Developing Potential into Performance' ACCAC (2000)

In Wales, the term 'More Able and Talented' is used to describe those learners requiring opportunities for enrichment and extension that may go beyond those provided for the general cohort of pupils. In reality, many of those opportunities will be integrated into the classroom curriculum, and will therefore be of benefit to all pupils. All learners, including the more able and talented, given extended opportunities, will discover and develop their talents.

In any documentation that relates to MAT learners, there are frequent references to 'extension' and 'enrichment' activities. This document defines those terms as follows:

Enrichment activities: those things within the whole curriculum that make it richer in quality.

Extension activities: those things within the curriculum that extend or enlarge understanding or experience.

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 that may help the development of identified children.

Identification of More Able and Talented pupils

MAT pupils are identified by:

- Results of statutory tasks & tests
- Results of Whole School assessment procedures
- Checklists
- Teacher Identification
- Discussion with colleagues
- Self / Peer Identification
- Links with parents

The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

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 our school 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.

Coordination of school provision (Roles and responsibilities)

The MAT co-ordinator is Janine Reynolds, and has overall responsibility, alongside the Senior Leadership Team and class teachers for coordinating the identification; record keeping; policy development; curriculum development; learning and teaching; informing parents; home/school partnerships; whole-school provision; his/her own continued professional development and liaising with regard to these areas with the governor who has responsibility for MAT.

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the 'MAT Coordinator', who informs the Head teacher/Senior Leadership Team.

The 'MAT Coordinator' and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented learners. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the 'MAT Coordinator' or Head teacher to discuss the issue further.

Transfer and Transition

Transition within school between Early Years and Foundation Phase; Foundation Phase and Key Stage 2 and between classes relies on effective communication systems. Teaching and support staff have transition meetings to pass on relevant information relating to; the levels of achievement and potential of More Able and Talented learners they are going to teach; work already covered; work that needs to be planned for; preferred learning styles; commonly rejected learning styles; individuals particular strengths and weaknesses; displays of resourcefulness and initiative and targets for further development.

At Allensbank Primary School we have worked with local high schools and have a well-developed transition plan for learners moving from Key Stage 2 to Key Stage 3. This plan gives information on the needs of MAT learners including tracking of assessments and achievements.

Monitoring and review of the policy

This policy will be reviewed annually by the 'MAT Coordinator,' head teacher and the named member of the governing body responsible for MAT, and will be updated in response to any

guidance provided by the L.A. and Welsh Government. Parents of MAT children will be kept up to date through parent meetings.

Written	June 2017
Agreed by governing body	
Review due	June 2018