

MORE ABLE AND TALENTED PUPILS POLICY

NEWBRIDGE ON WYE CHURCH IN WALES PRIMARY SCHOOL

"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent"

John F. Kennedy

"A complete and generous education for every child"

From our School's Vision, based on John Milton. "On Education"

1 Introduction

1.1 We believe that our School should provide teaching that makes learning challenging and enjoyable, with all pupils achieving their full potential. Within the resources available to us, we endeavour to help all pupils develop their individual skills and abilities intellectually, physically, artistically and creatively. This policy outlines our practice for working with More Able and Talented ("MAT") pupils and illustrates our commitment to them.

1.2 The Welsh Government has adopted the term 'More Able and Talented' to describe pupils who require opportunities for enrichment and extension which go beyond those provided for the general cohort of pupils. MAT pupils, given extended opportunities, will not only discover but also develop their talents.

"In Wales the term "more able and talented" has been adopted as the descriptor of pupils who are more able and talented across the curriculum or have demonstrated a particular talent for strong leadership, teamworking and entrepreneurial skill."
("Meeting the Challenge" (2008))

1.3 MAT pupils are estimated to encompass approximately 20% of the total school population. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. Research shows that schools who focus on the needs of More Able and Talented pupils improve the quality of learning and raise standards of achievement for all pupils

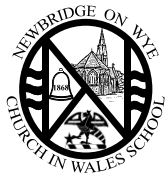
1.4 MAT pupils should be given the opportunity to study subjects to a greater breadth and depth. We aim to provide opportunities to develop specific skills and talents. We are also mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities.

2. MAT Pupils and Additional Learning Needs

2.1 MAT pupils are those who demonstrate a significantly higher level of ability and/or potential than most pupils of the same age in any of the following:

- Academic and curriculum abilities
- Sporting Talents
- Musical Talents
- Artistic Talents
- Performing Arts
- Practical Skills
- Strong leadership , teamworking
- Entrepreneurial skills

2.2 Without applying rigid classifications, we use the term "Able" for children who are achieving (or have the potential to achieve) at a level above the expected level



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for their age in one or more core academic subjects. They will typically have a standardised test score of about 120+. We use the term "Talented" for children showing particular skill at one or more of the other seven attributes listed above

2.3 This illustrates that MAT pupils are not necessarily good all-rounders. They may be:-

- ◆ high achievers in one area, but moderate in other areas, for instance with very good verbal ability but poor writing skills
- ◆ very able but with low motivation, a short attention span or poor social skills
- ◆ keen to disguise their abilities.

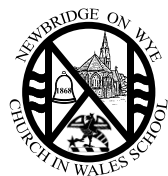
2.4 Although MAT pupils require additional educational provision in order to realise their potential, they are not classed as having "Additional Learning Needs" as defined by the Welsh Government or within the terms of our School's Special Educational Needs / Additional Learning Needs ("SEN / ALN") Policy. We recognise, however, that an individual pupil may be MAT and also have specific SEN / ALN needs to be addressed in accordance with the SEN / ALN Policy.

3. Aims

- To encourage excellence in all pupils and provide opportunities to excel for each pupil
- To identify MAT potential in children at an early stage and to develop those abilities and talents by providing wider opportunities, encouraging raised expectations and extending teaching and learning skills, particularly through use of ICT and digital learning
- To provide MAT pupils with teaching and learning strategies, resources and opportunities which will enable them to reach their full potential.
- To involve both the child and their parents/carers in the development of a child's MAT potential, reporting on provision and progress and seeking home reinforcement
- To develop external links with appropriate specialists
- To further develop resources and staff training to facilitate the above Aims.

4. Identification

4.1 Staff use a wide variety of information to identify the apparent current strengths, potential and limitations of all pupils in order to provide appropriate differentiated learning for each child. In the course of this process, they are alert to identify actual or potential MAT pupils and their apparent particular abilities and skills. After consultation and agreement between the identified pupil's Class Teacher and the MAT Co-Ordinator, details of such pupils are entered on the School MAT Register, which is made available to all staff, and appropriate provision is planned. Identification is continuous and the Register is regularly reviewed because a child's abilities and talents may change.



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4.2 When identifying and considering provision for a MAT child, staff will always give priority to the interests of the child, for instance whether the child should be subject to raised expectations at a particular stage of their education and upbringing.

5 Whole-School Provision Strategies

Opportunities for extension and enrichment are built into all our schemes of work.

We aim to:

- ◆ create an ethos where pupils feel good about achieving excellence
- ◆ encourage all pupils to become independent learners
- ◆ provide appropriate resources for excellent achievement
- ◆ provide a flexible organisation, offering opportunities for MAT pupils to work independently or with older pupils of the same ability
- ◆ generate cross-curricular projects, which offer pupils more choice and responsibility
- ◆ celebrate achievement, including MAT excellence in each of the fields summarised at section 2.1 above.
- ◆ involve MAT pupils, especially those with talent for leadership, teamwork and entrepreneurial skills, in extended decision-making for example in producing newsletters organising at Farmer's Markets or charity events or doing special tasks as members of the committee structure.

6. Classroom Provision Strategies

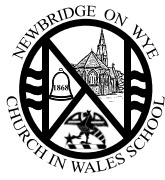
6.1 We recognise that unnecessary repetition of work can be demotivating and should be avoided. We therefore acknowledge the importance of establishing the prior knowledge, understanding and skills of each pupil. We seek to be alert to pupils who are able but who are underachieving.

6.2 Through effective planning, assessment, record-keeping and liaison with pupils' previous teachers, we aim to:

- ◆ establish what pupils have done previously in order to prevent repetition
- ◆ confront and relieve peer pressure to underachieve
- ◆ provide challenges through high-quality tasks for enrichment and extension
- ◆ plan work so that there is always extension material for MAT children
- ◆ differentiate MAT pupils appropriately
- ◆ allow the children to make choices about, and organise, their own work
- ◆ set individual, challenging targets
- ◆ set individual homework
- ◆ expect pupils to carry out, unaided, tasks that stretch their capabilities
- ◆ develop their ability to evaluate and check their own or peer work
- ◆ improve study skills.

7 Out-of-hours Learning Activities

Our School provides a wide range of extra activities for talented pupils. Out of the classroom, pupils can:



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- take part in extra-curricular activities and clubs, e.g. sports, arts, music,
- take part in local, regional or national competitions, quizzes and debates
- go on educational visits
- go on residential trips

8 Outside Agencies

The School will continue to make appropriate use of the range of outside agencies available to support the identification and learning of MAT pupils, such as using resources available from the Builth Cluster of schools and seeking grants such as the Lead Creative Schools scheme.

9 Partnership with Parents / Carers

9.1 Our School regards parents/carers as having a key role in educating and supporting their child and values the information which they can provide. We try to secure the greatest possible degree of partnership between ourselves, children and their parents/carers. We try to take account of the wishes and feelings of parents/carers at all stages. Professional help can seldom be wholly effective unless they are involved.

9.2 If a child appears to be MAT, the School will consult the parents/carers, meet with them by appointment and keep them reasonably well informed of steps being taken. .

9.3 Parents/carers of MAT children are expected to

- (a) participate in the process of addressing their child's needs, attending meetings when pre-arranged, sharing information and offering constructive comment on the School's proposals
- (b) promote high expectations for their child, encourage them in learning and assist with any homework
- (c) follow and reinforce at home any appropriate programme shared with the School.

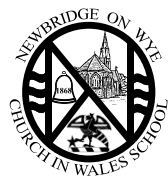
10 Involving the Child

Our School involves all pupils (in ways appropriate to their age and abilities) in planning their education and setting individual targets and this includes MAT pupils. Children have a right to express an opinion on matters affecting them and to have that opinion given due weight (*see UN Convention on the Rights of the Child, Articles 12/13*).

11 Role of Teachers

Each Class Teacher (with the support of Teaching Assistants) is primarily responsible for MAT provision in her class and will

- endeavour to identify MAT children at an early stage.
- ensure that planning meets the needs of these children.



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- use a variety of teaching and learning strategies to develop the abilities of these children.
- be first point of contact for parents / carers.

12 Role of the MAT Co-ordinator

The MAT Co-Ordinator ("MATCo") --- Mrs Helen Nixon, Head Teacher -- carries overall responsibility for overseeing and directing the School's procedures and the successful implementation of this Policy and will

- ensure that the MAT identification and provision strategies are in place.
- keep the MAT Register and monitor progress of the children on the Register.
- lead in staff discussions, on training and on involving outside agencies
- liaise with parents offering advice and support.
- liaise with the governor with responsibility for MAT pupils.
- seek to ensure that adequate resources are in place.
- report to the Wellbeing Team and/or the Governing Body as appropriate.

13 Role of the MAT Governor

13.1 The School's MAT governor is: Mrs R. Studman, Mid Wales House, Newbridge-on-Wye, Llandrindod Wells, 01597 860364

13.2 The MAT Governor will

- liaise with the MATCo / Head Teacher on MAT issues and requirements
- be available for parents/carers wishing to raise an MAT issue informally with her
- ensure that MAT issues are regularly reviewed by the Governing Body

14 Role of the Governing Body

The Governing Body has overall responsibility for MAT provision at our School and will in particular

- appoint a governor to support the MATCo / Head Teacher
- review MAT issues when receiving the Head Teacher's Reports
- seek, so far as reasonably practicable, to make available resources needed by MAT pupils

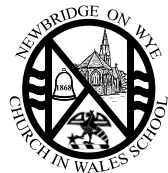
15 Monitoring and Evaluation

Monitoring and evaluation of the effectiveness of this Policy is the responsibility of the MATCo supported by the Wellbeing Team, which includes teaching and support staff, pupils and governors

Useful Documents and Resources

NACE / WG

MAT Training Pack (Oct 2012)



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Estyn	Supporting MAT Pupils in Primary Schools (2011)
WG	Meeting the Challenge: Quality standards in Education for More Able and Talented Pupils (2008)}
NACE	Zoe Elder NACE presentation: "Meeting the Challenge"
NACE	Guy Claxton presentation: "Beyond Clever"

MAT Co-Ordinator: Mrs H. Nixon

MAT Governor Mrs R. Studman

Revised policy adopted by Governing Body May 24 2016

(H.A. Nixon)
Head Teacher

(Julian Gibson-Watt)
Chair of Governing Body

Review every January