

YSGOL UWCHRADD ABERHONDDU

BRECON HIGH SCHOOL



More Able and Talented Policy

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More Able and Talented

Rationale:

At Brecon High School we believe in creating an inclusive learning community that celebrates the uniqueness of all children. The school will promote stimulating and challenging experiences through a broad balanced curriculum, offering quality learning activities that focus on the particular needs and talents of the children. We are also committed to identifying and meeting the needs of these children as early as possible in order to enable them to achieve their best. We identify more able pupils as early as the Autumn Term of entry.

Aims:

To develop challenging and appropriate provision for more able and talented children.

To develop a curriculum that extends and enriches the learning experiences of this particular group of children.

To develop a range of learning and teaching strategies that extend and support children's development.

To work effectively where appropriate in partnership with children and parents/carers to develop individual learning programmes

Objectives:

Through the leadership of the More Able and Talented Co-ordinator we develop a whole school approach to meet the needs of more able and talented children.

To identify and communicate with all the names of more able and talented pupils in our school. To ensure effective monitoring and evaluation systems are in place

Definition: More Able and Talented (MAT) is the general term for this concept;

Children may be more able and/or talented in diverse fields (academic, creative, sporting, social, leadership);

More able children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;

Most able children will have the ability to understand and process information at a faster pace than the majority of pupils in the class and would, therefore, require additional and different provision.

Talented children demonstrate an innate talent or skill in creative or sporting fields.

MAT children may present themselves in a variety of ways as "high flyers", coasters or disaffected.

Talents can be in one or more areas, such as: specific curriculum subjects, organisational ability OA, leadership L, creativity C, thinking skills TS, social skills SS and others such as musical, drama and sport.

The school recognises that more able and talented children can fall into three broad categories:

High achievers: children who display a level of ability beyond that of their peers. They are highly motivated and thrive on different and challenging learning experiences.

Underachievers: tend to be withdrawn, shy members of the class who choose not to draw attention to themselves.

Disaffected: may engage in anti-social behaviour as a result of poor motivation or lack of sufficient challenge. If educational needs are not met they can rebel against authority.

Identification Strategies:

We are committed to identifying children in response to this policy's definition on MAT, which will enable us to accurately identify the diverse range of abilities.

Pupils will be identified as more able in the following ways:

- Pupils with a CAT score of greater than 135 are identified as exceptionally able
- Pupils with a CAT score of greater than 125 are identified as very able
- Pupils with a CAT score of greater than 115 are identified as more able

This is based on criteria recommended by NACE Cymru.

Pupils will be identified as talented using a variety of strategies. It is not intended to define a pupil as talented based on the results of a single criterion, but rather from a combination of any of the following:

- Examination results (including NC and other external test marks)
- School internal examinations and assessments
- A range of other national standardised tests including Cognitive Ability Tests (CATs) and the Literacy & Numeracy Framework (LNF) Tests.
- Teacher observation and nomination based on course work and out of classroom evidence
- Parent nomination based on skill, interests and abilities.

Roles and Responsibilities

The school recognises that successful provision for MAT children is dependent on partnership. We realise that all parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

More Able and Talented Co-ordinator (MATCo) – Mrs. D. Watson

The MATCo will:

- Set in place a register of MAT children
- Monitor and track the progress of children identified;
- Lead staff discussion and raise awareness through effective INSET provision;
- Liaise with Class Teachers, Subject Leaders, Assessment Co-ordinator and the ALENCo;
- assist the Learning Resource Centre Manager in promoting the facility to be used by pupils and staff to inform on recent materials, provide specialist facilities and share good practice;
- Actively encourage MAT engagement in committees, productions, school events;
- Give advice and guidance on extending opportunities and linking to other agencies such as Rotary, Villars Park activities.
- Liaise and work closely with the MATCOs in the South Powys area
- Coordinate the termly MATCHATS with the MAT tutors.

The MAT Tutors

- Meet with their designated MAT Pupils once per term for a MATCHAT to discuss progress and targets

Heads of Subject and Aspect Leaders

- The Head of Subject will liaise with the MATCo over the early identification of talented children in his/her subject;
- Each department will annually update the Talented register by informing the administrator for MAT;
- Discuss at least annually strategies for supporting MAT children within their subject and provide evidence of this in the subject Self Evaluation file.

Teachers and Teaching Assistants

- Should check each class list using Sims to be aware of pupils identified as More Able to ensure that appropriate challenge is included in every lesson.
- Should check the departmental Talented register to ensure that appropriate challenge is included in every lesson.
- Teacher should discuss the planning for these groups of pupils with the Head of Subject and Co-ordinator so as to ensure (s)he meets their needs;
- A variety of teaching strategies should be used to meet the needs of MAT children (see section on Learning and Teaching overleaf).
- Update their line manager on pupils they believe are Talented. This can be within the lessons or beyond.

Pupils

- The school aims to provide a stimulating learning environment for all its pupils; this includes the MAT child;
- MAT pupils will be asked to attend a termly MATCHAT with their designated MAT tutor
- MAT pupils will be asked to set their own learning targets through the tutor process and will be provided with support in differentiating their work to meet these targets.

Parents/Carers

- We want our parents/carers to be aware that we are committed to meeting the needs of all our children and would ask us that they inform us of pupils out of hours learning;
- Parents of children who are MAT will be made aware of their progress and targets in the same way as other pupils through school reports, parent's evenings, etc.

Governors

- The Governing Body will be responsible for ensuring that this policy is fully implemented and should discuss provision in their visits to subjects at least annually;
- The Governor who has been given specific responsibility for children who are MAT is Mrs. M. Rees.

LA Co-ordinator

- The LA Co-ordinator with responsibility for MAT opportunities is available to assist the school with their teaching of MAT children;
- The Co-ordinator will facilitate in-service training for schools and organise special events for MAT children.

Organisation

- Targets for More Able identified pupils should be set using Family Fisher Trust (FFT) D as a minimum;
- Teachers will use their assessments to inform future planning;
- Teachers and pupils will share expectations for lessons;
- Staff will try to make flexible and efficient use of resources within and across departments;
- Teachers will deploy appropriate teaching styles (see following section) with pupils and evaluate their outcomes;

Learning and Teaching:

Teaching and learning strategies should include where appropriate:

- At Key Stage 3 teachers should plan from the level 7+ level descriptors
- National Association for Able Children in Education (NACE) Cymru guidance and activities should be used in planning;
- Setting and varying groups to suit tasks so that differentiation is not just by setting or outcome;
- Extension opportunities; Child initiated learning opportunities;
- Differentiated teacher questioning; Targeted use of classroom assistants;
- Adopting a problem solving approach wherever possible; Programme for International Student Assessment (PISA) type activities;
- Adopting a skills based approach; Awareness of learning styles; Special tasks of responsibility;
- Visits by experts; Consultation with LA Co-ordinator; Use of MAT children as tutors and/or mentors;
- Acknowledging children's efforts through displays/rewards/newsletters with a focus on efforts and not grades or levels;
- Encouraging identified children to share their expertise and skills, supporting others within and outside the classroom

Monitoring and Evaluation:

- All monitoring and evaluation should be recorded within the self-evaluation procedures.
- The MAT Pupil Register should be regularly monitored and reviewed by the MATCo.
 - Children should be instrumental in setting their own learning targets given guidance that ensures challenge.

The MATCo should liaise regularly with the Governor with responsibility for MAT children (Mrs. M. Rees) so that feedback from subjects, additional activities, targets can be reviewed in order to plan further action.