



Llantilio Pertholey **Church in Wales Primary School**

More Able & Talented Policy

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Rationale

Llantilio Pertholey Primary School aims to encourage pupils to develop their attributes, skills and potential within a learning environment that embraces the equality of opportunity and provision.

The term 'more able and talented' is used in Wales to refer to pupils who are more able across the curriculum and those who show particular ability or aptitude in one or more specific areas, such as art, music, drama or sport (Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), 2003). Pupils may also show exceptional leadership, team working or entrepreneurial skills. It refers to about **20%** of pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas. The top 2-5% of those could be considered exceptionally able or talented.

Definition of 'More Able and Talented'

Pupils may be more able or talented in diverse fields (academic, creative, sporting, social, leadership).

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

Talented pupils demonstrate an exceptional talent or skill.

More Able and Talented pupils may present as "high flyers", coasters or disaffected.

Aims

- To make early identification of our MAT pupils
- To address specific skills and talents through appropriate differentiated provision
- To widen opportunities and expectations by extending teaching and learning
- To promote the pupil's self-esteem
- To work effectively in partnership with parents to develop individual learning programmes

Identification strategies

Assessment of MAT pupils has to be a continuous and flexible process – not a once and for ever assessment. Talent is multi-faceted and therefore we need a broad approach in order to recognise all of its facets.

Identification strategies may include:

- Parental nomination
- Teacher assessment
- Use of National Test data (those gaining a standardised score of 115 or more year on year)
- Class observation of the pupil
- Work produced in class
- School checklist of characteristics
- Foundation Phase Outcomes/National Curriculum Levels (pupils predicted to be working confidently within, or exceeding, Outcome 6/Level 3 at the end of The Foundation Phase Or Level 5 at the end of Key Stage 2)
- Educational Psychologist assessment
- Extra-curricular activities

MAT pupils will be identified on a class basis.

Teachers identify their **Top 50%** of pupils in English and Maths at the start of each year. Our *aim* is for these children to achieve above average levels. (Foundation Phase Outcomes/National Curriculum Levels Outcome 6/Level 3 at the end of The Foundation Phase Or Level 5 at the end of Key Stage 2.) These are shared with the

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SLT so that individual progress and provision can be monitored and assessed. Progress is monitored termly using Sims and pupil progress is tracked by Key Stage Leader and Mat Leader termly.

Teachers identify their **MAT pupils or Top 20%** of pupils in English and Maths at the start of each year i.e. top group of pupils. These are pupils who are predicted to be working confidently within, or exceeding national expectations. (Foundation Phase Outcomes/National Curriculum Levels Outcome 6/Level 3 at the end of The Foundation Phase or Level 5 at the end of Key Stage 2.)

Provision to support high achievement

In order to support high achievement, allowing MAT pupils to reach their potential, we aim to:

- Provide access to a suitably differentiated and challenging curriculum that sustains interest and motivation
- Pedagogy evolved throughout the school to lead children through their learning during teacher input to a high level. Lessons planned to teach to the top of the class, differentiating tasks down for other learners
- Encourage independent and autonomous learning
- Teach explicitly thinking and problem-solving, higher order reading skills, study skills, communication skills in Monday masterclasses
- Year 5/6 pupils taught reasoning in 2 setting groups
- Teach for a range of learning styles
- Develop pupils' self-esteem and strong emotional intelligence
- Give pupils confidence, enabling them to think creatively and take risks
- Provide effective feedback to pupils about their learning
- Encourage learners to reflect on the processes of their learning and understand the factors that help them progress
- Specific levelled questioning using Bloom's taxonomy higher order thinking skills
- Development of Assessment for Learning principles to ensure progress and understanding

Monitoring, assessment and evaluation

The teaching and learning of MAT pupils is monitored through the following:

- Lesson observations by, and discussions with, the Headteacher/Deputy Headteacher/SLT/MATCO/Curriculum Coordinators
- Monitoring of lesson planning
- Book sampling/moderation of pupils' work
- Pupil tracking
- Learning walks/discussions with pupils
- Termly target setting/target reviews (with involvement of pupils)
- SER/SDP

Roles and Responsibilities

MATCO

Our school has an appointed MATCo who:

- Monitors progress of pupils identified as more able and talented
- Raises awareness of aims and expectations and leads staff discussion
- Liaises with colleagues/outside agencies including attending EAS MAT Coordinators meetings
- Orders and organises resources
- Keeps abreast of new developments
- Offers advice and guidance/signpost for parents

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CLASS TEACHERS

Each class teacher will:

- Liaise with the MATCo over the early identification of pupils who are more able and talented
- Use a variety of strategies to meet the needs of MAT pupils in their class
- Develop targets which are reviewed termly
- Develop pupils in Monday Masterclass and challenge pupils through the extended learning project
- Keep parents informed

HEADTEACHER

The Headteacher will:

- Ensure school's compliance with the policy
- Report to the Governing Body through the Headteacher's Report

GOVERNING BODY

- The Governing Body will be responsible for ensuring that this policy is fully implemented
- A named Governor will be given specific responsibility for monitoring the school's processes for More Able and Talented Pupils
- The named governor will liaise regularly with the MATCo
- The Governing Body's Annual Report to Parents will comment on the implementation of this policy

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Recording and Reporting Policy (including AFL)

Equal Opportunities Policy

APPENDIX A

General Checklist for Identifying More Able and Talented Pupils

More able and talented pupils may:

- possess extensive general knowledge, often know more than the teacher about subjects in which they have an interest
- show good insight into cause/effect relationships
- often see the unusual rather than conventional relationships
- easily grasp underlying principles and need the minimum explanation
- quickly make generalisations and extract the relevant points from complex material
- have exceptional curiosity and constantly want to know why
- ask searching questions which tend to be unlike those of other children
- have a keen sense of humour in the unusual and are quick to appreciate nuances and hidden meanings
- have mental speeds faster than physical capabilities and therefore be reluctant to write at length
- prefer to talk rather than write and often talk at speed with fluency and expression
- be reluctant to practise skills already mastered, finding such practice futile
- read rapidly and have good recall of information and detail
- listen to only part of an explanation and appear to lack concentration/interest, but always know what is going on
- jump stages in learning
- leap from concrete examples to abstract ideas and general principles
- be keen and alert observers
- be quick to see similarities and differences
- become absorbed for long periods when interested and may be impatient with interference or abrupt change
- be perfectionists
- be more than usually interested in “adult” problems such as important issues in current affairs, evolution, justice, the universe etc
- daydream and seem lost in another world
- empathise with others and often take a leadership role