

LLISWERRY HIGH SCHOOL



MORE ABLE AND TALENTED POLICY

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RATIONALE

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

The term 'More Able and Talented' encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills. In Wales MAT pupils encompasses 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.

Ability and talent can manifest itself in many different ways, e.g. academic, practical, creative and social fields of human activity. The needs of MAT pupils cannot be separated from the move to raise standards for all pupils. Research shows that schools that focus on the needs of MAT pupils improve the quality of learning and raise standards of achievement for all pupils.

DEFINITIONS

In order to distinguish between the More Able pupils and the Talented pupils, Lliswerry High School has recognised and will adhere to the definitions outlined in the ACCAC guidance entitled 'A Curriculum of Opportunity: Developing Potential into Performance' (2003).

More Able – those pupils who are significantly better than average for their year group and show outstanding abilities in more than one academic subject.

Talented – those pupils who possess a particular aptitude in a creative art or sport.

Very few pupils are MAT across all subjects. MAT pupils are not just those who are exceptional. The policy recognises that intelligence can change over time and the group of MAT pupils is likely to reflect this change. Ability is longitudinal and can be taught, so the group of MAT pupils is likely to enlarge over time. Some pupils who were identified as MAT at an earlier stage in their life might not demonstrate these characteristics at a later stage.

AIMS

- Lliswerry High School aims to identify more MAT pupils to provide them with teaching and learning strategies and opportunities to allow them to reach their full potential.
- Lliswerry High School is committed to providing the best educational experience for all our students.
- Excellence is encouraged from all students and opportunities to excel are provided for each student.

IDENTIFICATION STRATEGIES

The school will adopt a flexible and inclusive model for identifying more MAT pupils who will be recorded on a register made available to all staff. This process will need to be adopted by each department in order to identify departmental MAT lists.

Emphasis is placed on identifying, providing for, and monitoring of MAT pupils from the start of year 7. The processes are continued throughout the pupils' time at the school. The following indicators are used by departments and staff to identify MAT pupils includes:

- Nomination by primary schools
- Nomination by peers
- Nomination by subject teachers
- Internal and external testing
- Reading and spelling ages
- Assessments within subject areas
- Subject specific criteria

As pupils progress through the school, the number of indicators increases.

Levels for KS3 Teacher Assessments in addition to teacher assessments throughout will provide more evidence for identification. The school checks that the pupils identified as MAT are broadly representative of pupils as a whole.

PROVISION

There are three main ways to provide for the more able and talented pupils within the classroom:

- **Enrichment:** giving breadth and depth, encouraging research, problem solving and creative exploration of topics of interest, asking the harder questions, using ICT effectively, developing higher order thinking skills
- **Extension:** extra-curricular activities such as master class, competitions, coaching sessions
- **Acceleration:** covering the same ground at a faster pace

The provision provided to implement the policy is divided into two areas:

a) School Provision

This is for pupils that identified on the whole School MAT list. These pupils will receive a variety of enrichment and extension activities that are co-ordinated by the school.

b) Departmental Provision

Each department will have their own list of MAT pupils. The provision provided for MAT pupils will be a mixture of classroom based and extension activities. In order to implement the policy successfully staff and departments will need to ensure they embrace the following guidelines:

- Teaching staff will have high expectations of all students. Staff will recognise the diversity of learning styles of the students within their classes.
- Effective formative and summative assessment of student performance is made on a regular basis to support identification of MAT pupils.
- Assessment data is published for each teaching group at the start of each year. This will enable class teachers to set academic targets for pupils and informs setting arrangements.
- Regular monitoring of individual pupil performance by the class teacher occurs with feedback to pupils as a part of formative assessment procedures.
- Staff are required to produce Assessment levels/grades for pupils at regular intervals during the year that charts the progress of all pupils including MAT.
- Departments should develop, review regularly and use a series of resources and strategies that support and maximise the challenge for all pupils.

MONITORING

- The Deputy Headteacher is responsible for monitoring the identification of students by class teachers, departments, pupils and parents and will also monitor the provision for the academic progress of those students as they progress through Lliswerry High School.

- The Head of School is accountable for monitoring the MAT pupils identified in their year groups.
- Each Head of Department is accountable for monitoring the MAT pupils identified in their department.
- A register of MAT pupils will be maintained by each department and the school.
- Accountability for keeping this register updated lies with the Deputy Headteacher.
- The ALNCO will be responsible for helping to identify and co-ordinating the support for MAT with special educational needs.
- Each department requires its own procedure for 'MAT pupils that is consistent with this whole school policy.
- Class teachers are responsible for monitoring the progress of MAT pupils in their class using the summative and formative assessment data they have access to, along with their professional observations.

REVIEW AND EVALUATION

Responsibility for the planning, delivery and review of the MAT curriculum initially rests with the Deputy Headteacher (school provision) and the Head of Department (departmental provision).

This policy will be reviewed

- as part of the school's self-evaluation cycle in the summer term of each academic year
- prior to this date should there be any changes to statutory requirements