



# Nant-y-Parc Primary School



## More Able and Talented Policy



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At Nant-y-Parc Primary School, we see teaching and learning as being founded on the principle of opportunity for achievement and excellence for all. This means that each of our pupils has the right to an education appropriate to their abilities and needs and should be appropriately challenged and supported to enable them to achieve to their full potential. Through this principle we aim to contribute to the overall development of each pupil.

In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by all children. We believe that some of our pupils have exceptional special abilities and talents, and that monitoring these is our responsibility.

We are fully aware that it is crucial that we create a climate in our school, which is conducive for our more able and talented pupils to achieve. As a staff, we have adopted the NACE (The National Association for Able Children in Education) statement as our guide for this.

### **Definition of a more able and talented pupil**

The term More Able and Talented is used in Wales to describe pupils with abilities developed to a level substantially ahead of their peers or with such potential. The pupils may require enriched and extended opportunities within the classroom as well as across all areas of their education, to develop their abilities across all areas of learning and experience. In addition to this, we use test results (standardised scores of 115+) to determine MAT but see tests as a small part of the identification process. We also use teachers' professional judgement and observations. Talented pupils have particular needs because they demonstrate an exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas, or evidence of talent in, for example: physical, artistic, technological or linguistic ability; leadership qualities; interpersonal and intrapersonal skills; or creative thinking. Such pupils have the potential to demonstrate talents and abilities in a range of areas. We need to ask, 'How is the pupil intelligent?' rather than 'How intelligent is the pupil?'

### **Rationale**

The schools vision statement is for Nant-y-Parc Primary School to be a place where we strive for excellence and share in success by encouraging pupils to realise their ambitions and dreams. One of our core values is to promote curiosity and we do this by encouraging pupils to take risks, lead their own learning and celebrate their success and achievement. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'able' 'most able' and 'talented' according to national guidelines.

### **Our aims**

- To provide all children with a challenging and enriched curriculum which allows all children to develop higher order thinking skills.
- As a staff to identify and meet the needs of more able and talented pupils.
- Provide opportunities for pupils to display/apply/extend their abilities.
- To provide an environment where the needs of more able and talented pupils can be met in a stimulating way.

## Our objectives

- To differentiate curriculum to meet the needs of more able and talented pupils.
- To support teacher assessment by challenging and open-ended learning tasks, which enable pupils to demonstrate ability in specified areas.
- To consult with parents to gain relevant information about the child, particularly with regards to talents that are observed beyond the school setting.
- To analyse effectively formative and summative testing, as a means of setting future targets to enhance progress.
- To heighten pupils' awareness of their own strengths and goals.
- To provide opportunities for individuals to develop specific skills or talents.
- To provide opportunities for more able and talented pupils to work at their own level and pace thus helping them to realise their potential.

## Identification of Able and Talented Pupils

The purpose of identification is to improve provision by creating a more informed picture of pupils' abilities.

### A MAT pupil:

- Often learns new ideas and concepts quickly or may already know most of what they are being asked to learn.
- Thinks quickly and accurately often at a higher level and can work systematically with little or no support.
- Can work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Is creative, original and imaginative.
- Can make sound judgements.
- May show high levels of sensitivity and empathy.
- Can demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work.
- Is determined, diligent and highly motivated.
- Displays curiosity, asks more questions, and communicates thoughts and ideas well.
- Can generate creative working solutions.
- May choose unusual methods of working.
- May show a dislike for repetition and closed tasks.
- Demonstrates a particular physical dexterity or skill and may be highly artistic or musical.
- Can be both outstanding team leaders and members of a team.
- May have a particularly wide vocabulary and be verbally fluent.
- May show an unusual or well-developed sense of humour.
- May show an interest in ideas and concepts, which are expected from an older group of pupils.
- Can be fascinated or passionate about a particular subject or aspect of the curriculum.
- May tend to display perfectionism.
- May show unusually introverted or extroverted behaviour.

### MAT procedures

- End of year MAT list generated by class teacher. New class teacher moderates this in September

with last class teacher.

- Half termly monitoring of progress and attainment of all children used to inform identification and update register.
- Seek parental views during parents' consultations.
- IAPs created for all MAT learners outlining provision that meets specific needs.

## Provision

At Nant-y-Parc Primary School we believe that provision and identification are interlinked and that children need opportunities to reveal a range of abilities.

- The quality of teaching is one of the most important factors, which determines the realisation of potential of all pupils. Teachers should therefore create a classroom climate in which excellence from all pupils is expected and where the achievements of all are valued and rewarded.
- Learning should be driven by the four purposes and MAT learners should be in pursuit of the four purposes, working at the highest level.
- Differentiation is the **key** for providing activities and projects for very able and talented pupils.
- Activities planned need to have open-ended outcomes so that children can engage in higher levels of thinking.
- Enrichment through the provision of additional activities and subjects is required to broaden pupils' skills and understanding.
- The systematic teaching of higher order thinking skills should be evident across all AoLEs.
- The realisation that pupils learn in a variety of ways and that no single style is appropriate for all occasions should be recognised by staff.
- Through our teachers providing enrichment and extension materials we ensure that MAT pupils who may need much less time to master facts, skills, and routine applications can move on to more creative enquiries and pursue independent study.
- During termly planning, teachers will analyse and discuss the activities that can be incorporated into the planning of the various subject areas. These ideas, after being trial led, are stored and made available for other teachers to see and are used as exemplars of 'tried and tested' materials which may have developed high quality work from the children.
- Individual pupil target setting is evident in each MAT child's IAP, where differentiated targets are discussed with parents. Here, all pupils, including the most able, have achievable goals to work for within a given time scale, thus increasing motivation and enhancing achievement.
- All teaching and support staff are trained in meeting the needs of more able and talented pupils.

## The provision role of assessment – in creating assessment for learning.

The challenges and assessment opportunities offered to the MAT pupils need to be appropriate for their abilities. Feedback on how work can be improved, and the provision of clear learning and assessment objectives provide MAT pupils with an agenda for progress. Similarly, it enables the teacher to plan future work to meet individual needs more closely and to set appropriate targets. Positive and constructive feedback also have a major part to play in affirming self-esteem and increasing motivation. Like all learners, without praise and a positive response, MAT pupils will become discouraged and demotivated.

MAT learners benefit from a mixture of teacher and peer assessment. Peer assessment has played an important part in many formative assessment initiatives as:

- articulating and analysing learned outcomes strengthens the understanding of both individuals and groups;
- identifying criteria in the work of others helps to enhance learners' understanding of the learning process and the subject.

### Activities beyond the classroom.

As with all learners, MAT pupils will benefit from opportunities to learn outside the classroom either during organised visits or as part of extra-curricular activities. We will seek opportunities to support and enhance the abilities of our MAT learners as and when appropriate.

### Collaboration with outside agencies.

The school will try to ensure that MAT learners are given opportunities to attend:

- Extra-curricular activities;
- LEA-arranged workshops (when offered);
- Master classes and workshops through transition offers (where available).

### Organisational considerations:

#### Planning:

Staff plan for MAT learners and this differentiated planning will be apparent on their weekly planning documents via the Google Drive shared folder.

#### Roles and responsibilities.

Governors will, in their role, have a special responsibility (in partnership with the Headteacher) for ensuring that all children's needs are met and that no minority needs are overlooked.

#### The coordinator for more able and talented children will be responsible for:

- ensuring that the MAT register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by MAT pupils across all AoLEs;
- regularly reviewing the teaching arrangements for MAT pupils;
- monitoring the progress of MAT pupils through termly discussions with teachers and book looks;
- to ensure regular IAP are written for each individual child to ensure they have appropriate and challenging targets;
- supporting staff in the identification of MAT pupils;
- providing advice and support to staff on teaching and learning strategies for MAT pupils;
- monitoring this policy on a regular basis and giving feedback to the governing body.
- collecting samples of work from MAT pupils, in order to demonstrate the standards that they are achieving.
- Use samples of work to inform the process of identification of MAT pupils.

#### The class teacher will:

- Liaise with colleagues within school and the advisory service regarding MAT pupils.
- Liaise with parents on issues related to MAT pupils.
- Write an I.A.P for each child on the MAT register and ensure these targets are addressed within planning.
- Disseminate information within school on transfer to another class and on transfer to another school.
- Review the schemes of work to ensure that the needs of MAT pupils are met through classroom management (including pupil/student grouping and other differentiation strategies), materials and other resources.

- Work alongside support staff meet the needs of more able and talented learners MAT pupils through collaborative team preparation and discussion, team teaching, the appropriate use of ICT and other resources, familiarity with library literature, and involvement in professional development sessions.
- Conduct procedures for monitoring and evaluating the identification of, and provision for MAT pupils across the school, including getting feedback from the young people themselves.

### Transfer and transition

Effective recording and communication systems in school will ensure that teachers are aware at the start of each year of:

- the progress made by MAT pupils previously and the potential of all pupils they are going to teach;
- work already covered;
- work that needs to be planned for.

Good communication between teachers across progression steps, and from year to year within school, is essential if suitable provision is to be made for MAT pupils. The information shared at each point of transfer within and between schools (or settings, colleges, etc) will include details of an individual's:

- strengths and weaknesses;
- progress against the four purposes and integral skills;
- work covered;
- targets for further development.

### Monitoring and evaluation

MAT pupils will be monitored as follows:

- The MAT register will be kept up to date and monitored by the MAT co-ordinator;
- Teachers' planning will be monitored to ensure that suitable tasks and activities are being undertaken by MAT pupils across all AoLEs;
- Each IAP will be reviewed regularly;
- The progress of MAT children will be monitored through half-termly assessments and termly discussions with teachers;
- Staff will be supported in the identification of MAT pupils and in their evaluations of progress.
- MAT pupils will be tracked alongside other minority groups in school through the school pupil tracking system.

In drawing up this More Able and Talented policy the following were consulted – All teaching and support staff, pupils and governors.

It was approved by the Governing Body on \_\_\_\_\_

Signed:

Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_