



SCHOOL POLICY DOCUMENT

More Able and Talented Learners Policy



ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

RATIFIED BY GOVERNORS	
REVISION DUE	November 2020
MEMBER OF STAFF RESPONSIBLE	Rachel Woodward
STATUTORY / NON-STATUTORY	NON-STATUTORY

Policy History

Version	Date	Author
1.0	2011	Liz Council
2.0	2013	Angela Satterly
3.0	2015	Kirsty Mathews
4.0	2017	Kirsty Mathews
5.0	2018	Kirsty Mathews
6.0	2019	Rachel Woodward

Introduction

At St. Alban's Catholic Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially and spiritually.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

This policy guides the way in which this happens for our more able and talented children.

At St. Alban's Catholic Primary, the school established a clear vision which:

- set out its aspirations for, and commitment to, raising the achievement of all pupils
- ensures that the school's ethos, culture and climate support the conditions for increasing educational inclusion
- ensures that these aims and principles are compatible with all other aspects of the school's policy and practice

This policy seeks to promote this vision for inclusion for all pupils.

Definition

In Wales we will use the term More Able and Talented to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils.

In general terms approximately 20% of the school population may be More Able while the top 2% (of the overall population) could be considered Most Able.

The terminology our school uses to define our higher achieving pupils is:

More Able: pupils are those identified as being above the core of the class in any curriculum area. These are the 20% or 6 pupils in every class of 30 (approximate as each cohort will differ) within the schools own context.

Most Able: pupils are those who have the ability to excel academically in one or more subjects such as English, Welsh, Mathematics, History and so on. These can be described as the top 2% (although not necessarily present in every class at any one time).

Talented: are those who have the ability to excel in practical skills including sport, DT, leadership, music, artistic performance but who do not necessarily perform at a high level across all areas of learning.

We will strive to identify those able and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

It is important to note that some pupils have Dual Exceptionality and may appear on more than one school list. For example, a child could be included in the SEN register and still be described as more able or talented. At St. Alban's Catholic Primary we recognise this dual exceptionality and aim to provide for the needs of individual pupils accordingly.

Objectives

Through this policy we strive to:

- Ensure that we recognise and support the needs of all our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them.
- Encourage children to think and work independently
- Use appropriate assessment of children's abilities and needs
- Link with other agencies that may help the development of identified children.

Identification of Able and Talented Pupils

In identifying able and talented pupils, we make use of data, the results of end of Key Stage Assessments and a wide range of qualitative data, including teacher assessment, pupil observation and the examination of their work. The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include pupils who arrive after Reception and are late developers. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

Our aim is to build a comprehensive picture of each child's ability. When a More Able and Talented pupil is identified through teacher assessment and professional judgement, further assessment will be carried out through:

- Discussion with colleagues
- Analysis of annual WG Reading & Numeracy tests from Years 1 to 6.
- Continuous assessment using open/differentiated tasks
- Careful record-keeping, collation of evidence, e.g. samples of pupils' work
- Monitoring of pupils progress through field notes and focussed assessment tasks. (Data found in Assessment Folder)
- Consultation with parents
- Peer assessment and identification
- Self assessment and identification

The names of pupils identified as More Able, Most Able and/or Talented in our school will be recorded on our More Able and Talented list so that their progress can be specifically tracked. Pupils may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve. If a MAT pupil is identified as underachieving their progress will be monitored closely and individual targets will be put in place to support their learning.

Once identified pupils will remain on the list unless they cease to meet the criteria for nomination. The list is updated and reviewed by staff on a termly basis.

Please find a copy of the MAT list in the MAT co-ordinators folder and class SEN folders along with individual pupil's profiles.

Teaching and Learning Styles

Teachers in our school plan carefully to meet the learning needs of all our children. Pupils are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning.

Classroom Strategies

- Helping children to establish what they already know, and what they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing activities which encourage the use of higher order thinking skills.
- Providing opportunities for independent learning and individualised learning approaches
- Allowing different starting points
- Setting open-ended tasks
- Asking open-ended questions
- Encouraging discussion before recording and writing
- Encouraging imaginative and creative work
- Providing enrichment activities and extension tasks when the previous task is finished or when the pupil has already learned what is being taught
- Allowing time for some pupils to tackle extended tasks or individual interests
- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work
- Requiring children to explain how they have learned something
- Providing enrichment activities beyond the National Curriculum programmes of study
- Using in-class support to provide additional learning opportunities for very able and gifted pupils
- Valuing and rewarding quality not quantity
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in class

Extra Curricular Activities

The school also offers a range of extra - curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting (Cheerleading & Football) and musical clubs (Choir & Drama) as well as the Internet Café and Eco clubs. A Peripatetic teacher offers pupils the opportunity to take woodwind lessons.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and talented learner.

Coordination of School Provision (Roles and Responsibilities)

The identification and support of MAT pupils is the overall responsibility of the school's MAT Co-ordinator, Kirsty Mathews.

The MAT Co-ordinator is responsible for

- Identifying pupils to be placed on the MAT Register, in liaison with all staff
- Compiling and maintaining the MAT list and pupil's profiles in conjunction with members of staff
- Keeping up to date with relevant training
- Providing training for members of staff when appropriate
- Liaising with parents and developing home/school partnerships
- Reviewing the policy on a regular basis and the whole school provision for MAT learners
- Monitoring classroom practice, curriculum development; learning and teaching
- Updating resources to support extended learning
- Liaise with regard to these areas with the governor who has responsibility for MAT.

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the MAT Coordinator, who informs the Head teacher, if necessary.

The Class Teacher is responsible for

- Identifying pupils and liaising with the MAT co-ordinator
- Providing a suitably differentiated curriculum where appropriate
- Using a range of teaching methods and strategies that challenge all pupils
- Updating the monitoring profiles for each identified pupil on a termly basis

The Subject Leaders Responsibilities

The MAT Coordinator and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented pupils. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

Members of the Governing Body and in particular the named MAT Governor are responsible for

- Supporting the development of this policy
- Identifying a link governor for MAT
- Monitoring provision within the school

Parental Involvement

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the MAT Coordinator or Head teacher to discuss the issue further.

Transfer and Transition

Transition within school between Early Years and Foundation Phase; Foundation Phase and Key Stage 2 and between classes relies on effective communication systems. Teaching and support staff have transition meetings to pass on relevant information relating to; the levels of achievement and potential of all learners they are going to teach; work already covered; work that needs to be planned for; preferred learning styles; commonly rejected learning styles; individuals particular strengths and weaknesses; displays of resourcefulness and initiative and targets for further development.

At St. Alban's Catholic Primary School we have worked with St. Illtyd's Catholic High School and Willows High School and have a well-developed transition plan for pupils moving from Key Stage 2 to Key Stage 3. This plan states that all pupils will transfer to secondary school

with an individual pupil profile* that indicates the pupils strengths and preferred learning strategies. This gives information on the needs of all learners including tracking of assessments and achievements.

Resources

At St. Alban's Catholic Primary School subject specific teaching and learning resources are organised in the relevant subject resource areas. All staff are aware of Bloom's Taxonomy; Multiple Intelligences and Assessment for Learning (AFL) Strategies. Specific reading material and learning resources related to MAT teaching and learning can be found in the PPA room.

Monitoring and Review of the Policy

This policy will be monitored throughout the year by the 'MAT Coordinator', through discussions with staff, pupils and parents. The policy will be reviewed annually by the 'MAT Coordinator,' head teacher and the named member of the governing body responsible for MAT, and will be updated in response to any guidance provided by the Local Authority and Welsh Assembly Government. The MAT list and map of provision will be reviewed each term by class teachers and discussed with MAT coordinator if necessary. Parents of MAT pupils will be kept up to date through parent meetings/evenings.

Provision for MAT pupils is monitored in line with the school's monitoring policy and as part of the school's whole school review procedures.

Equality of Opportunity of Educational Access Statement

At St. Alban's RC Primary School we strive to:

- Ensure that we recognise and support the needs of all our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them.
- Encourage children to think and work independently

In accordance with the schools strategic Equalities Plan (2017-21), we promote equality for all pupils with protected characteristics, in order to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between pupils who share a protected characteristics and those who do not.
3. Foster good relations between pupils who share a protected characteristic and those who do not.

In addition, pupils with Special Educational Needs (SEN), English as an Additional Language (EAL) Minority Ethnic Pupils (ME), Looked After Children (LA), those who are More Able and Talented (MAT), together with others who may be vulnerable or at risk of underachievement, will be supported via individualised teaching strategies and interventions, within our whole school approach.

Written	November 2019
Agreed by governing body	
Review due	November 2020

