



# More Able and Talented *(MAT)*

**Chair of Governors:** *Mr A Burnell*  
**Headteacher:** *Mrs. Tracy Buckle*

**Date :** Jan 2017  
**Review:** May 2020  
**Next Review:** May 2022

## Aims of policy

- To make early identification and intervention of our more able and talented children;
- To place children identified as most able, more able and / or talented on our database (see Appendix A);
- To promote the child's self- esteem;
- To recognise and meet the whole child's needs;
- To screen and track the progress of all more able and talented pupils;
- To ensure that pupils are regularly involved in discussing their progress and target setting;
- To where possible, address specific skills and talents;
- To widen opportunities and expectations by extending teaching and learning skills;
- To celebrate the continued development of the school as a learning community.
- To liaise with parents.

- To liaise with external agencies, including LA MAT Coordinator.

## Definitions

- *More Able and Talented* 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 be working at two levels above the majority of children in the class and would sometimes require additional and different provision. This would be supported by an ILP;
- *Talented* children demonstrate an innate talent or skill in creative or sporting fields
- More able and talented children may be “high flyers”, coasters or disaffected.

## Identification Strategies

Our school has adopted a transparent strategy for the identification of More Able and Talented children. This will be informed by assessment, observations, listening to learners, discussion with parents and professional dialogue among staff.

- We will take into account information from parents;
- Staff must have a clear understanding of the distinction between “more/most able” and “talented”;
- Staff will identify these pupils on their class cohort profiles;

We must ensure that our judgements of More Able and Talented children are consistent by regular discussion and moderation.

## ROLES AND RESPONSIBILITIES

The More able and Talented Co-ordinator:

Mr Philip Butler, the deputy headteacher is the appointed More Able and Talented Co-ordinator.

**The MAT Co-ordinator will:**

- maintain a database, class assessment files and regular assessments, to show progress, targets set and highlight difficulties / strengths of individual children;
- monitor progress of the children identified on the register;
- assessing and tracking children's attainment (see Appendix);
- lead staff discussion and awareness raising about the aims and expectations;
- lead governor discussion and awareness raising about the aims and expectations;
- liaise with class teachers and subject leaders and negotiate individual action plans where needed;
- purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities;
- liaise and offer advice and support for parents, if needed;
- ensure that at the end of each school year information on children identified as more able and talented is passed on, updated and amended to suit present needs;
- create links with external agencies to provide additional opportunities for more able and talented pupils;
- monitoring and updating the school's MAT database. This will be completed termly;
- at the start of every year meet with the SLT to discuss / share the draft MAT Action Plan and its links with the SIP.

**Class teachers**

- The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of more able and talented children in his/ her class;
- The class teacher should discuss planning for most able and talented children with the Co-ordinator so as to ensure he meets their needs;
- Class teachers should use a variety of strategies to meet the needs of more able and talented children (see section on Learning and Teaching below and Learning and Teaching Policy; Schemes of Work);

**Parents/ carers**

We want our parents/ carers to be aware that we are committed to meeting the needs of all our children. Information is shared with parents and external agencies on the school's More Able and Talented policy and practices.

### **The child**

The school aims to provide a stimulating learning environment for all its children, this includes the more able and talented child;  
All children will have the opportunity to learn through their preferred learning style. It is appreciated that whilst children have a predominant style, all three (VAK) may be used at any one time and their preferred learning style may alter according to the activity.

When and if available, opportunities for children that are most talented / most able will be sought for them to engage in activities with peers of similar talents / abilities across the LA.

### **Governing Body**

The governing body will be responsible for ensuring that this policy is fully implemented;

A governor has been given specific responsibility for children who are more able and talented (Mrs. Marianne Jones)

### **Partnership and Communication**

All more able and talented children will be entered on the school's database. This information will be passed on throughout the school and to the next phase.

- Class teachers will liaise with the More able and Talented Co-ordinator so as to make appropriate provision for these children;
- Where necessary and appropriate the school will link up with the Cluster, LA Co-ordinator, external providers and industrial links (see Appendix);

### **Organisation**

- The school's policy for more able and talented children will work within the framework of the curriculum policy;
- Teachers and children will share expectations for lessons;
- Staff will make flexible and efficient use of resources;
- Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes;

- Teachers will use their assessments to inform future planning;
- There will be sufficient differentiation for all children, offering sufficient challenge for the more able.
- Different tasks may be set to challenge most able pupils.

### **Learning and Teaching**

- Learning and teaching strategies should include where appropriate:
- Ability grouping for literacy and numeracy;
- Ability grouping for science, if deemed appropriate to individual activity;
- Varying groups to suit tasks;
- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Adopting a problem solving approach;
- Adopting a skills based approach;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Use of more able and talented children as tutors.

Pupil Deprivation Grant – This may be used to support and raise the attainment of pupils disadvantaged by poverty, usually FSM pupils, with spending allocations will be reviewed annually.

### **MONITORING AND EVALUATION**

#### **MAT Tracking System**

In addition to the whole school tracking system that exists within the school, those pupils who have been identified as more / most able are tracked separately as a group.

The system is informed by data received from Teacher Assessments gathered from whole school termly assessments. The Head teacher and MATCo scrutinise this data and input individual's attainments into the system.

The areas that are scrutinised are:

- Reading Age: Salford
- National tests
- Writing: Sub-levelled termly

- Maths: Sub-levelled termly
- Science: levelled annually

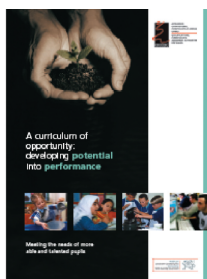
All monitoring and evaluation should reflect the school's self-evaluation procedures and monitoring and evaluation policy. The More Able and Talented Children List together with children's IAP's should be regularly monitored and reviewed by the co-ordinator.

Children should be aware of teacher assessment and testing data in an appropriate manner so that they can be instrumental in setting their own learning targets.

The co-ordinator should liaise regularly with the governor with responsibility for more able and talented children. This will enable the governing body to comment in their Annual Review on progress and developments in implementing this policy.

### **Additional reference information**

Much of the advice, guidance and exemplar materials offered in this guidance document has been developed directly from the first and second documents below; they each contain a wealth of information and materials essential to good practice in meeting the needs of the more able and talented. It is ESSENTIAL that all schools acquire copies of these documents for reference.



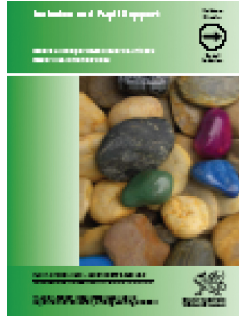
***A Curriculum of Opportunity:***  
*Developing Potential into Performance* (accac 2003)  
<http://accac.org.uk/uploads/documents/512.pdf>



***Meeting the Challenge:***

*Quality Standards in Education for More Able and Talented Learners*  
(WAG 2008)

[http://new.wales.gov.uk/1546306/circulars/2008/  
meetingthechallenge/meetingthechallengee.pdf?lang=en](http://new.wales.gov.uk/1546306/circulars/2008/meetingthechallenge/meetingthechallengee.pdf?lang=en)



***Inclusion and Pupil Support*** (WAG 2006)

<http://wales.gov.uk/pubs/circulars/2006/english/nafwc47-06-e?lang=en>

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