



More Able & Talented (MAT) Policy

Policy reviewed: *Summer 2025*
Policy valid until: *Summer 2029*
Policy owned by: *The Headteacher*

Headteacher: _____

For and on behalf of the Governing Body: _____

Policy status

Additional/recommended with a review every four years

Consultation

This policy was established and reviewed by school staff in consultation with the governing body.

Purpose and Mission Statement

Learning and succeeding in our caring Christian community.

"Encourage one another and build each other up" – 1 Thessalonians 5.11

At Ysgol St George, we strive to provide a caring, Christian ethos where everyone in the school community feels safe, confident, respected and valued as individuals.

- By promoting an environment where everyone can live and work together supportively, all are enabled to reach their full potential, emotionally, socially and intellectually. The varying needs of all children are dealt with sensitively and effectively. We believe that each child receives a broad, balanced and differentiated curriculum where self-esteem and confidence are enhanced and a positive attitude is developed.
- We are committed to the successful inclusion of More Able and Talented (MAT) pupils. At our school, every teacher is a teacher of all pupils, including MAT pupils.
- To adopt a whole school approach towards MAT pupils. More Able and Talented pupils need a curriculum which encourages independence, collaboration as well as self-directed learning. All pupils should be provided with classroom activities that develop and build upon one another.
- We believe that every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
- We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives who make a successful transition into their next stage of education.

Curriculum for Wales

We are committed to the success and well-being of every pupil, regardless of background or personal circumstance. Within the national framework, schools and practitioners are best placed to make decisions about the needs of their specific learners, including planning activities which will best support their learning. This must be driven by the individual needs of MAT pupils.

Objectives

- To identify MAT pupils as early as possible
- To identify and meet the needs of the whole child
- To develop specific skills
- To expand opportunities and expectations by extending teaching and learning skills
- To formulate Individual Action Plans, where necessary, and set appropriate targets for the most able
- To regularly monitor progress
- To develop school/home partnerships

Roles and responsibilities of Curriculum Leader/Headteacher

- To support class teachers in identifying and supporting MAT pupils.
- To maintain contact with class teachers / ALNCo and to discuss IAPs when necessary.
- To purchase and organise resources.

- To keep in touch with new developments.
- To offer guidance and support for parents and carers.
- To create and maintain a school database of pupils considered to be More Able and Talented.
- To monitor the progress of children on this database.
- To co-ordinate extra provision for MAT pupils.
- To lead staff discussions and raise awareness re: aims and expectations.

Roles and responsibilities of other staff

- To promote early identification of MAT pupils.
- To plan specifically for the MAT child to meet their needs.
- To use a variety of strategies to meet the needs of MAT pupils.
- To keep parents informed.
- To create an Individual Action Plan (IAP) for the most able and talented pupils i.e. those that require additional and differentiated work to be prepared for them.
- Provide activities which challenge and support all pupils, including more able.
- Provide all pupils with a context for their learning, how it connects to prior and future learning.
- Have high expectations for all more able pupils and plan aspirational learning experiences.
- Provide opportunities to develop learning within each lesson
- Develop independence of more able pupils to enable them to self-edit, reflect and improve their own learning.
- Following feedback, provide pupils with opportunities to identify errors and improve work.
- Develop feedback opportunities during the learning process that support pupils in improving their work.
- Ensure more able pupils engage in the full breadth of the curriculum and not just focusing on the skills that they are most able at.

Roles and responsibilities of the Governing Body

- To be responsible for ensuring that the policy is fully implemented.
- One Governor to be named Governor for More Able and Talented learners.
- The Annual Governors' Report to Parents will comment on the implementation of this policy.

Implementation: Pedagogy and the New Curriculum

At Ysgol St George, we have adopted and implemented a curriculum where;

- Good teaching and learning challenges all pupils by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- Enables pupils to develop in the way that embodies the four purposes.
- Basis of learning is broad, balanced, current progressive, promoting both independent and collaborative learning
- Progression is understood and supported so the ability to improve is equitable and accessible for all pupils.
- The provision of learning opportunities extends beyond the classroom environment and build upon the individuals' life experiences.
- Innovative models of learning beyond the classroom are developed in collaboration with other providers such as colleges, HE's and universities.

Teaching and Learning

More Able and Talented pupils need a curriculum which encourages independence, collaboration as well as self-directed learning. All pupils should be provided with classroom activities that develop and build upon one another.

- More Able and Talented pupils can benefit from a teaching and learning strategy that uses a range of creative and motivational pedagogical approaches to positively impact on their progress. When planning for progression, it's key to avoid unnecessary repetition, model the desired outcome and elements of excellent practice within that subject area, build upon pupils' ability and confidence as independent, self-directing learners through well-scaffolded and well-explained learning.
- Effective planning for accelerating progress at the highest levels of achievement is dependent on reliable assessment outcomes, which occur as a part of a robust cycle of standardisation, planning, assessment and moderation activities.
- This strategy would also recognise the importance of feedback within a pedagogical toolkit. Feedback that is timely, precise, clearly articulates the desired improvement and begins a dialogue, is invaluable to such pupils. When well-informed, self and peer assessment strategies can significantly impact on pupils' abilities to understand and define the next steps in their learning. More able pupils can benefit from pedagogies that allow, as examples, for discussion, extended learning, higher-order questioning, creativity and flipped learning approaches.

Definition of a "More Able" or "Talented" Pupil

There is no universally agreed definition of the pupils who are generally deemed "More Able" or "Talented".

"In Wales, we have adopted 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. More able 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."

~WAG: Meeting the Challenge – May 2008

- **More able** children would demonstrate a higher ability than the remainder of the class and would often require differentiated tasks and opportunities to learn through challenges.
- The **most able** would work two levels above the majority of pupils within the class and would require additional and different provision. (an Individual Action Plan for MAT pupil would support this).
- **Talented** children demonstrate an innate creative or sporting skill or talent.

Identification of a "More Able" or "Talented" Pupil

Appropriate identification of more able and talented pupils depends on schools knowing all pupils well and using a range of appropriate and reliable information to understand the specific strengths as well as areas for development.

We identify pupils using:

- norm reference testing
 - **More** able pupils - Standardised Score of 115 and above
 - **Most** able pupils – Standardised Score of above 129
- teacher assessments
- observations
- ongoing AfL
- staff professional dialogue meetings
- information from parents
- Information from previous teachers

Pupils are identified on Class Overviews that are updated regularly. Pupils will be placed on the school's More Able and Talented database and parents/guardians are informed and are encouraged to provide feedback.

Organisation

We have a whole school approach to planning which encompasses the Curriculum for Wales along with our school values. This allows for greater challenge for MAT pupils across all areas of teaching and learning and opportunities for pupils to show greater depth of knowledge and understanding. Teachers will utilise appropriate teaching styles according to the needs of pupils and will evaluate outcomes. They will use assessments to impact on their planning for the future,

Individual Action Plan (IAPs)

Pupils who require additional /different provision to ensure that their needs are met will have an Individual Action Plan (IAP). The IAP will describe the pupil's strengths, individual targets and teaching and learning implications with pupil and parent contributions. IAPs are reviewed termly.

Opportunities Outside of School

MAT pupils will be encouraged to take part in, or will be sign-posted to appropriate extra-curricular or local out-of-school activities to develop their talents.

Equal Opportunities

All children have access to a broad and balanced curriculum. The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis.

Arrangements for policy monitoring and evaluation

- Regularly monitor and revise the MAT database and pupil IAPs.
- Consult with staff to monitor the needs and progress of identified pupils.
- Monitor progress via the school's Pupil Progress Tracker.
- Ensure that parents are involved and informed of their child's progress.
- Introduce new developments according to changes in legislation and Local Authority policy.