

Ysgol Aberconwy



More Able and Talented Students **Policy**

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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LT Link : LJS

YSGOL ABERCONWY

Policy for More Able and Talented Pupils

Aim:

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, a number of MAT pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

The aim of this document is to ensure a consistent approach to the identification and support of the very able or talented child through:

- Identification of MAT pupils as early as possible
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Working in partnership with parents/carers to help them promote children's learning
- Making use of links with the wider community to enhance learning opportunities
- Establishing a MAT plc and allocating co-ordinator responsibility to a member of SLT.

Identification

There is a wide range of identification strategies available to assist schools. It is important to note that no single process is perfect or should be used in isolation.

Identification is usually but not exclusively made using the A*/A global grades but also reflects:

- Teacher nomination
- Reports from previous schools

- Test results/teacher assessments
- Pupil's work
- Parental information
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

Assessment methods:

- National Numeracy and Literacy tests
- Teacher observation
- End of key stage levels
- MIDYIS tests
- Internal subject tests or assessments
- Response to increased challenge

Strategies

The class teacher/form tutor will:

- Ensure MAT pupils are identified within their class
- Liaise with the MAT co-ordinator and parents/carers throughout the time the pupil is in their class
- Plan and implement appropriate provision
- Include provision in medium and short term plans, as appropriate
- Review provision regularly

The role of the MAT Co-ordinator:

- Liaise with class teachers/form tutors
- Collate the assessment data in order to identify the general MAT students annually
- Work with the teacher to support the pupils
- Update the MAT link on the school website regularly for parents and pupils
- Maintain the register and update annually
- Work with all parties to decide upon the strategies to be used to maximize learning
- Review provision on a regular basis
- Liaise with the Headteacher
- Review the effectiveness of the policy
- Encourage MAT pupils to get involved in planned school opportunities
- Ensure that all MAT pupils in years 8 to 13 access the pre-SEREN and SEREN programs led by the Welsh government.

Provision within School

Where a child is more able in a particular area, they will be supported by the specific department with high expectations and planning within the classroom and outside to enable them to pursue work at their own level. Teachers should seek to use a variety of techniques and strategies to provide for the more able child.

Planning for the MAT child:

- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organization or pupils grouping (setting, fast-tracking, early entry)
- Setting of appropriately challenging home learning
- Planning a variety of extension and enrichment activities

Challenging the more able child:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Possible Extension and Enrichment Activities

- Participating in the pre-SEREN and SEREN programs for years 8 to 13
- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, actors, dancers etc
- Increased technical and specialist language
- Use of subject specialists
- Mentoring by either a similarly talented or suitable encouraging adult
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Challenging tasks in class and for homework – research tasks/independent use of ICT/sharing their views and reviews
- At KS3, provide opportunities for MAT pupils to experience GCSE materials in order to interest them in continuing their study of option subjects at KS4
- Identify opportunities for the MAT pupils to link together through the use of social media

- Identify opportunities for the MAT pupils to make their own decisions about their provision

Monitoring, Assessment and Evaluation

Student achievements will be monitored and evaluated against set individual targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Intervention activities to prevent underachievement
- More detailed feedback will be available with each set of interim data through the Gateway app for all pupils and parents to access