Ysgol Aberconwy

More Able and Talented Students Policy

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:	
Date: 30/06/26	
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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
- Allocating co-ordinator responsibility to a member of SLT and a 'SEREN Coordinator'

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 'minimum expected grades' (MEGs) allocated by ALPS in Y8 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 through line management of the school's 'SEREN Coordinator'

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

Appendix – Workload Impact Assessment

(More Able and Talented Students Policy – Issue 6, 2026)

Workload Impact Assessment

This workload impact assessment considers whether the updated More Able and Talented Students Policy (Issue 6, 2026) introduces any **new or additional workload demands** on teaching staff, support staff, school leaders or governors when compared with the previous version (Issue 5, 2024).

The assessment considers the identification, provision and monitoring of More Able and Talented (MAT) students.

Nature of Policy Change

The updated policy:

- aligns identification procedures with current school assessment systems through the use of ALPS Minimum Expected Grades (MEGs);
- clarifies leadership responsibilities by identifying a dedicated SEREN Coordinator operating alongside the MAT Coordinator;
- updates organisational terminology to reflect current school practice.

The policy does not alter the school's overall approach to identifying, supporting or monitoring More Able and Talented students.

Impact on Teaching and Support Staff

The responsibilities of classroom teachers remain unchanged. Teachers continue to:

- identify More Able and Talented pupils within their classes;
- provide appropriately differentiated and challenging learning;
- review provision as part of normal classroom practice;
- liaise with the MAT Coordinator where appropriate.

The revised identification process reflects existing assessment information already available within the school and does not introduce additional data collection or administrative requirements.

Assessment:
➡️ **No additional workload impact on teaching or support staff in normal operation.**

Impact on Leadership and Governors

The updated policy clarifies leadership arrangements through the identification of a SEREN Coordinator to support the school's existing More Able and Talented provision.

This represents a clarification of responsibility rather than the creation of new leadership duties.

There are no additional governance, monitoring or reporting requirements introduced by the revised policy.

Assessment:
➡️ Leadership and governor workload remains substantially unchanged, with improved clarity regarding coordination of provision.

Equality and Fairness Considerations

The policy continues to promote equitable identification of More Able and Talented students through the use of multiple sources of evidence rather than reliance on a single assessment measure.

The updated use of ALPS MEGs alongside teacher judgement and wider evidence supports a more consistent and transparent identification process.

No changes introduce disproportionate workload expectations relating to protected characteristics.

Conclusion

This workload impact assessment concludes that the updated More Able and Talented Students Policy:

- does **not** introduce additional routine workload;
- clarifies leadership and identification arrangements;
- aligns identification processes with current school assessment systems;
- maintains existing expectations for classroom provision and monitoring.

Overall judgement:
➡️ **No adverse workload impact identified.**