



CWMABER INFANTS and JUNIOR SCHOOL

More Able and More Able and Talented (MAT) Policy

Article 3 - Adults should always do what's best for you

Article 4 - The Government should make sure that all children and young people get these rights.

Article 6 - You have the right to grow up and reach your full potential.

Article 29 - Education must promote your rights and help you develop your skills and talents to the full.

Rationale

At Cwmaber, we aim to provide a curriculum which allows all pupils to reach their full potential, academically, socially and emotionally. We believe that individual children should be encouraged to develop their attributes and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of areas - it is important to develop the whole child. The aims of our school include valuing the success of all our children, providing a curriculum that allows more able pupils' needs to be met, whilst providing challenge for all learners. We aim to use a variety of pedagogical approaches to encourage all pupils to achieve the highest of standards.

Aims

Our aims in Cwmaber are:

- To use a range of sources to identify and monitor our more able and talented children.
- To promote and develop a child's self-esteem.
- To recognise and meet the whole child's needs.
- To enable More Able and Talented children to reach their potential.
- To provide opportunities for pupils to generate their own learning.
- To challenge and extend the children through appropriate activities.
- To promote independence in thinking and working.
- To address specific skills and talents.
- To engage with parents in developing their children's talents/skills.
- To link with other schools/agencies to support More Able and Talented pupils.

Definitions

The EAS 2018 Regional Strategy Document defines more able and talented as:

'Children and young people with one or more abilities developed to a level significantly ahead of their peers, or with the potential to develop those abilities and to achieve at the highest levels through challenging learning opportunities and an enriched curriculum'

In line with Welsh Government guidance, the term **More Able and Talented** ***"encompasses approximately 20% of the school population and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas."*** Approximately 2% of learners will be described as ***"exceptionally able"***.



The term '**more able and talented**' can be clearly categorised by the following definitions:

- Learners who possess a general academic learning ability that is significantly greater than most of their peers;
- Learners who show an exceptional talent in one or more specific area, which could include practical, creative and social fields of human activity.

More able and talented pupils within the classroom

- More Able learners (MA) are those pupils identified as being above the core of the class in any area. These are the 20% of learners that may be good in one or more area.
- We will strive to identify those MA/MAT learners who have the potential to achieve, but do not always demonstrate high achievement. We will support them in overcoming barriers to learning.
- It is important to note that some learners will have 'Dual Exceptionality' and may appear on more than one school list. For example, a child could be included in the ALN register and still be described as MA/MAT.

MAT (More able and Talented)

The More able and talented learners will account for the top 2% of a class, who have the ability to excel in one or more areas (although they might not be present in all classes). These pupils will be supported and developed in a similar way to the MA learners, with exceptionally high expectations in standards and achievement.

Identification of MA/MAT learners

MA and MAT learners may display a selection of the following characteristics:

Personal traits

- Inquisitive, curious, alert and responsive to new ideas
- Quick/agile thinkers
- High self-motivation/initiative; can work well independently
- Socially adept
- Show leadership qualities
- Good/unusual sense of humour
- Sensitive/sensitivity and empathy with others
- Socially immature/isolated; prefer computers to people

Learning ability

- Learn new ideas and concepts quickly/easily/readily
- Good at reasoning/logical/analytical thinking
- Good at dealing with abstractions/abstract thinking
- See relationships between things; can generalise from specific facts
- Good at understanding things/meanings; show unusual insights
- Able to memorise quickly/easily
- Follow complex directions easily
- Keen powers of observation
- Advanced vocabulary/verbally fluent/good self-expression



- Learned to read early, often before school age; rapid readers
- Good attention; concentrate and persevere for long periods if interested

Learning styles

- Dislike repetition of concepts and closed tasks; get bored easily
- Informed/show interest in ideas and concepts beyond their years
- Creative/imaginative; original ideas in problem-solving; may be artistic/musical
- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps
- Many interests/hobbies across a wide range of subjects
- Prefer verbal expression; reluctant to record things in writing
- Resent imposed timetable restrictions if interested in a task
- Perfectionists; may lean towards being obsessive

Procedures for Identification

Identification of MA/MAT learners needs to be on-going, using a range of information and sources. With young children, this is often through close observations and conversations with learners, as well as achievement through more focused tasks. The following will provide sources of information in identifying MA/MAT learners:

- Assessments – both formal and informal
- Discussions between members of staff/transition links
- Children's work in books, displays, etc.
- Discussions with parents linked to extra- curricular activities
- Classroom observations by other members of staff

Pupils who are identified as MA/MAT will be monitored closely. They will be reviewed/assessed on a half termly basis. Parents will be informed that they are MA/MAT and will be updated on their progress.

Teaching and learning

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as:

- Taking part in a common activity that allows the children to respond at their own levels.
- Providing an open-ended activity that broadens a child's learning in a particular skill or knowledge area.
- The opportunity for children to progress through their work at their own rate of learning.
- Planning differentiated tasks.
- Challenge tasks.
- Asking open ended questions
- Varying group arrangements- ability, mixed ability, friendship.



- Encouraging learners to explain their learning and coach their peers.
- Providing enrichment and extension activities specifically for MAT pupils.
- Valuing and rewarding quality.
- Regularly reviewing the progress of children, enabling teachers to plan work that reflects the abilities of all pupils.
- Providing regular homework activities/Learning Logs linked to the work being undertaken in classes.
- The opportunity to experience a range of educational visits that further enrich and develop learning.
- Offering a range of extra- curricular activities.

Curriculum Provision

The Curriculum for Wales allows schools to design a bespoke curriculum which is tailored to the needs of the school. We ensure that MA/MAT learners are supported and extended through:

- A flexible curriculum which encourages independence and allows MA/MAT learners challenging and enriching learning opportunities
- Conceptual learning to feature highly, with tasks which develop problem solving, enquiry and a mastery approach.
- Open ended, authentic, rich, real-life experiences, which are cross curricular in nature.
- Development of growth mind-set.
- Collaboration, choice, self- direction and independence.
- Differentiation by outcome, task and pace
- Mixed groupings
- Pupil voice – feedback, one-to-one discussion, questionnaires, representation on school Council.
- Effective use of support staff to challenge and support more able learners.

Monitoring and Evaluation

- All monitoring and evaluation will reflect the school's self-evaluation procedures and monitoring and evaluation policy.
- The MAT co-ordinator will liaise regularly with other members of staff to ensure information is up to date and accurate.
- The Governing Body will comment in their Annual Review on progress and developments in implementing this policy.
- The governor with MAT responsibility will work with the school's MAT coordinator to support the school in helping these pupils to reach the highest standards.
- The MAT coordinator will provide feedback to the governing body on an annual basis, including feedback from parents/carers and children, as well as regular classroom observations.



Transition

Transition between classes and between the infant and junior school relies on effective communication systems. Teaching and support staff have transition meetings to pass on relevant information for MAT pupils. Transition from infants to juniors has a well-developed Transition Plan involving parent meetings and visits for children to their new classes and teacher.

Roles and Responsibilities

The MAT coordinator is Mrs Evans. She has the overall responsibility for coordinating the identification, record keeping, policy development, learning and teaching, home/school partnerships, whole school provision, her own continued Professional Development and, discussing these areas with Mrs Davies, the governor who has the responsibilities for MAT.

The coordinator's role also includes:

- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- Regularly reviewing the teaching arrangements for these particular children;
- Monitoring their progress through termly discussions with teachers;
- Supporting staff in the identification of these children;
- Providing advice and support to staff on teaching and learning strategies;

Continuing professional development

The MAT coordinator will ensure that all staff keep up to date with information linked to MAT learners. This will involve training through staff meetings, Twilight sessions and through external training. We, as a school, use strategies recommended by NACE to ensure that MAT teaching and learning is a priority and a key focus for school improvement. The MAT coordinator's professional development will include networking with other schools, with a focus on MAT. This will allow the sharing of good practise from school to school.

Class Teachers

- The class teacher will liaise with the MAT Co-ordinator regarding the early identification of MA/MAT children in his/her class.
- The class teacher will discuss planning for MAT children with the Co-ordinator to ensure needs are met.
- Class teachers need to use a variety of strategies to meet the needs of the MA/MAT children
- The class teacher should keep parents informed.

Parents/Carers

- Cwmaber wants parents/carers to be aware that we are committed to meeting the needs of all our children.
- Parents will be updated on their child's progress through meetings on a termly basis.



- Information to support parents of MA/MAT learners will be included on the school website.

Partnership and Communication:

- All MA/MAT children will be monitored through Pupil Progress reviews on a termly basis.
- This information will be passed on throughout the school and to the next phase.
- Class teachers will liaise with the MAT Co-ordinator to ensure appropriate provision for these children.
- The school will develop networks and collaborations with other schools to ensure high quality MAT provision.
- The school brochure will contain a section on provision for MAT children.
- The school website will provide parents with the MAT policy as well as other guidance.

Race and Equality

At Cwmaber School we are committed to Race Equality, promoting positive approaches to difference, and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We recognise that poverty, both financial and emotional, have an impact on our pupils – Cwmaber prepares our pupils to become Lifelong Learners and Global Citizens.

We recognise that some learners have the potential to achieve highly but are disadvantaged in some way, which can have a negative impact on their learning. We will ensure that these pupils are nurtured and supported in order to achieve the very best that they can, despite the barriers.

Policy review and development

The quality of provision for MA/MAT pupils will be reviewed termly, through focused monitoring of teaching and learning and standards.

Provision for MA/MAT will be evident in the SDP, where the impact will be evaluated and reviewed.

The MAT policy will be reviewed annually, by the MAT coordinator and the head teacher.

Updated in consultation with head-teacher and staff, by Louse Evans
September 2024