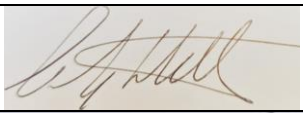
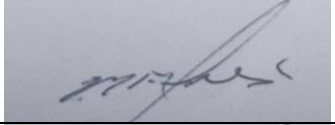
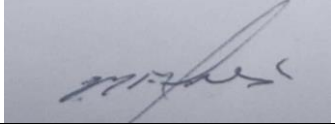
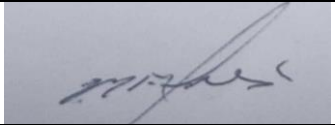




# MAT Policy

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Autumn 2022		Autumn 2023
C Foulkes - Headteacher	Autumn 2023		Autumn 2024
C Foulkes - Headteacher	Autumn 2024		Spring 2025
C Foulkes - Headteacher	Spring 2025		Spring 2026

### **Policy status**

Additional/recommended with annual review.

### **Consultation**

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

### **Mission Statement**

At Ysgol Maes Owen we work together to provide the children in our care with an excellent education, whilst nurturing and caring for their needs as they develop and grow.

### **Curriculum for Wales**

We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand, and we cannot have one at the expense of the other.”

Education in Wales” our national mission, 2017

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 learners.

### **Purpose**

#### **Aim**

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

#### **Objectives**

- To identify More Able and Talented learners 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
- 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 learners.
- To maintain contact with class teachers, Areas of Learning Leads and 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/guardians.
- To create and maintain a school database of learners 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 More Able and Talented children. Assistance available from MAT co-ordinator.
- To plan specifically for the MAT child to meet his/her needs.
- To use a variety of strategies to meet the needs of More Able and Talented children.
- 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 learners, including more able.
- Provide all learners with a context for their learning, how it connects to prior and future learning.
- Have high expectations for all more able learners and plan aspirational learning experiences.
- Provide opportunities to develop learning within each lesson
- Develop independence of more able learners to enable them to self-edit, reflect and improve their own learning.
- Following feedback, provide learners with opportunities to identify errors and improve work.
- Develop feedback opportunities during the learning process that support learners in improving their work.
- Provide learners with extra-curricular and real-life in and outside the classroom.
- Ensure more able learners engage in the full breadth of the curriculum and not just focusing on the skills that they are most able at.
- Provide learners with clear quantitative targets for discrete elements of their learner in addition to overall achievement.

### **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

Ysgol Maes Owen adopts and implements a curriculum where:

- ♣ Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- ♣ Enables learners 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 learners.
- ♣ 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 learners need a curriculum which encourages independence, collaboration as well as self-directed learning. All learners should be provided with classroom activities that develop and build upon one another.

- ♣ More Able and Talented learners 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 learners' ability and confidence as independent, self-directing learners through well-scaffolded and well-explained learning.
- ♣ This could also include, for example, a collaborative class approach to deconstructing an excellent response, and discussion of the skills, content and approaches to assuring high level responses. 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 learners. When well-informed, self and peer assessment strategies can significantly impact on learners' abilities to understand and define the next steps in their learning. More Able learners 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

**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. (Individual Action Plan for MAT pupil would support this).

**Talented** children demonstrate an innate creative or sporting skill or talent.

### **More Able and Talented Learner Definition**

The term More Able and Talented is used in Wales to describe pupils with abilities developed to a level substantially ahead of their peers or with such potential. These pupils may require enriched and extended opportunities within the classroom as well as across all areas of their education, in order to develop their abilities across areas of learning and experience. The definition therefore encompasses those learners already achieving and attaining to the highest grades/ levels/outcomes along with those who may currently be underperforming or who have barriers to their learning.

### **Identification of a 'More Able' or 'Talented' Learner**

Appropriate identification of more able and talented learners depends on schools knowing all learners well and using a range of appropriate and reliable information to understand the specific strengths as well as areas for development. Ysgol Maes Owen has a robust and agreed method of identifying more able learners and a shared vision for these learners is understood by all stakeholders. School ensures that the progress and attainment of individuals is tracked at a granular level.

We identify learners using:

- norm reference testing (criteria – Standardised Score of 115 and above. Most able children – Standardised Score of above 129)
- teacher assessments
- observations
- staff professional dialogue meetings

Learners are identified on Class provision maps that are updated regularly.

Learners 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 learners across all areas of teaching and learning and opportunities for learners to show greater depth of knowledge and understanding.

Teachers will utilise appropriate teaching styles according to the needs of learners and will evaluate outcomes. They will use assessments to impact on their planning for the future,

Learners who require additional /different provision to ensure that their needs are met will have an Individual Action Plan. The IAP will describe learner strengths, individual targets and teaching and learning implications with learner and parent contributions.

MAT pupils will be encouraged to take part in 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. (see Equal Opportunities and Race Equality policies for further information)

### **Additional Learning Needs**

Learners recognised as having additional learning needs are given close attention. When monitoring these children's progress, less weight will be given to the standard of their written work, and ephemeral evidence of progress will be looked for and recorded. In the teaching and learning of more able and talented children staff will support and guide the learners to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.

### **Curriculum Cymreig**

All MAT learners should be given opportunities, where appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### **Arrangements for policy monitoring and evaluation**

- Regularly monitor and revise the MAT database and learner IAPs.
- Consult with staff to monitor the needs and progress of identified learners.
- 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 County policy.

**This policy is available on the school website, and in translation, on request.**