



MAT Policy

Policy reviewed: *Spring 2018*
Policy valid until: *Spring 2022*
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 the all school staff in consultation with the governing body.

Purpose

Aim

To adopt a whole school approach towards More Able and Talented pupils.

Objectives

- To identify More Able and Talented 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
- 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, subject co-ordinators 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.
- 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 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.

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 pupils.
- The Annual Governors' Report to Parents will comment on the implementation of this policy.

Implementation

Teachers plan activities on a weekly basis to deliver the content of the scheme of work. This planning is monitored by the head teacher. Teaching and learning is monitored by the head teacher and the Curriculum Leader.

Where appropriate the development of subject skills are incorporated in the planning and delivery of other subjects and themes.

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.

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

We identify these pupils so we can provide effectively for them. Pupils will be placed on the school's More Able and Talented database.

We identify pupils using:

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

We will take information from parents into consideration by using questionnaires.

Staff identify children as being more able or talented in one or more of the following intelligences:- Verbal- Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinaesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic.

Organisation

The school's policy for MAT pupils will work within the framework of the curriculum policy. In the classroom work for More Able and Talented pupils will be differentiated and challenging to each pupil and tasks set will encourage higher level thinking skills. There will be extension activities linked to the topic being studied that challenge the child even further.

Schemes of work include provision for MAT children.

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,

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

Pupils 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 pupils to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.

Curriculum Cymreig

All MAT pupils 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 pupils' IAPs.
- Consult with staff to monitor the needs and progress of identified pupils.
- Monitor progress via Incerts and against Fischer Family Trust targets.
- 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.