

# More Able and Talented Policy

## Llanishen High School

This document contains the specific policy and associated information relating to More Able and Talented pupils at Llanishen High School



## **Introduction**

Llanishen High School is committed to supporting and challenging all its learners to ensure they achieve their full potential. The school is on a journey of improvement and the provision for More Able and Talented (MAT) pupils is key to this. Looking at past results it is clear that there has not been a sufficient focus on MAT pupils with the school falling short in terms of pupil outcomes at the highest levels at the end of Key Stage 3, and in GCSE and AS/A levels. This is changing but further improvement is needed. This policy is designed to underpin the school's focus on ensuring the most able pupils succeed.

## **More Able and Talented Pupils**

In line with Welsh Government guidance, the school recognises the term More Able and Talented as applying to approximately 20% of pupils who need enriched and extended opportunities to develop to the full their abilities in one or more curriculum areas. Approximately 2% of learners can be described as “exceptionally able”.

## **Principles**

At Llanishen High School we strive for the best outcomes for all pupils and aim to identify and nurture each pupil's talents and skills. A significant part of this is the identification of and curriculum planning for MAT pupils.

## **Aims**

For MAT pupils we aim to:

- identify, in a consistent and accessible manner, each MAT pupil
- Identify the opportunities available for each MAT pupil
- provide a curriculum that extends and enriches their learning experience
- continue to develop a range of teaching and learning strategies that extend and support their learning
- ensure that MAT pupils meet or exceed their target outcomes
- ensure the right progression for each MAT pupil as they move between Key Stages
- provide support, guidance and appropriate challenge for each MAT pupil.

## **Procedures for Identification**

This is a continuous process as pupils progress at different rates. A variety of sources are used to identify MAT learners, both qualitative and quantitative, including:

- teacher recommendation in individual curriculum areas
- feeder school information (KS2-KS3 transition)
- National Curriculum levels achieved at the end of KS2 and KS3
- parent recommendations
- test & assessment results
- subject specific assessment criteria
- Fischer family trust (FFT) data which predicts individual pupil outcomes based on prior attainment
- national literacy & numeracy test results.

Once identified, pupils are placed on the MAT database and tracked by the MAT representative for the subject area in which they are MAT. Tracking takes place termly.

## **Curriculum Provision**

The curriculum is designed so that pupils of all abilities have the opportunity to maximise their potential, with each learner having an individual learning pathway which meets their needs. MAT provision is an integral part of this and is designed to give MAT pupils clear stretch and challenge in every lesson so as to support the very high expectations we have for them. In addition there should be opportunities for extending and delivering this provision outside of the classroom wherever possible.

Some key principles which are used in curriculum planning for MAT pupils are:

- provision of extension and enrichment activities
- extra-curricular provision (lunchtime/after school/educational visits)
- signposted enrichment / extension material for MAT pupils within schemes of work.
- developing awareness amongst staff of their role in the identification of MAT pupils based on subject-specific criteria and the need to make the curriculum sufficiently challenging
- continuing professional development for staff in addressing the needs of MAT pupils including developing teaching and learning styles that take account of differentiation, enrichment and extension
- effective assessment of pupils' potential and performance
- opportunities for MAT pupils to work together
- recognition, celebration and reward of achievement
- careful grouping of students at to allow for curriculum based enrichment or 'fast-track' opportunities where appropriate
- regular monitoring of MAT pupils by subject teachers, department heads, departmental MAT representatives and Senior Management
- opportunities to engage with the Seren network and to visit and apply for Oxbridge and Russell Group Universities.

## **Teaching and Learning for MAT Pupils**

Much of the approach to teaching and learning for MAT pupils outlined below is common to successful teaching and learning approaches for all pupils but is particularly important if MAT pupils are to be fully engaged in learning and achieve their potential.

- The classroom should offer a carefully structured positive atmosphere in which the contribution made by pupils is recognised, differences acknowledged and enthusiasm for learning is fostered.
- Teachers should provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation.
- Teachers should demonstrate good questioning techniques.
- There should be an atmosphere of mutual respect where mistakes are recognised as a significant part of learning.
- Teachers should always consider:
  - What can be incorporated into everyday provision?
  - What needs additional provision?
  - How do I further develop the pupil's thinking skills?
  - How can I accelerate a pupil's learning?
  - How can I develop an independent learner?
  - How can I further develop a pupil's problem solving skills?

## **MAT Database**

Pupils identified as MAT are entered onto the school MAT database which is available to all staff. Parents/carers are informed in writing when their child is placed on the MAT database and this is reflected in their child's progress reports for the relevant curriculum area or areas.

The MAT database is used for:

- termly monitoring of the progress of pupils who have been identified as MAT
- enabling staff to see the subject area(s) in which a pupil is identified as MAT
- enabling staff to identify pupils who have the potential to be identified as MAT in their subject area and to mentor them accordingly
- checking MAT provision across each department to ensure MAT pupils have access to enrichment opportunities
- checking on the progress of MAT learners over the longer-term to ensure they are making excellent progress.

## **Partnership Working**

Llanishen High School recognises that successful provision for MAT pupils depends on partnership between pupils, home and school:

### Pupils

- MAT pupils are offered opportunities to advance their knowledge through enrichment activities as well as in class. Pupils are expected to strive to be the best they can and to work with staff and other pupils to achieve success.
- MAT pupils are expected to speak up about their aspirations and their interests so that teachers can harness their enthusiasm and address their interests.

### Parents and Carers

- All parents and carers are asked each year by letter to identify their child's key strengths and skills. It is particularly important that the school is told of any strengths and skills which may not be apparent from curriculum learning.
- Parents and carers are asked to work with the school so as to understand their child's MAT status, understand the expectations the school has for their child and through the home environment help support their child to excel.
- In future parents and carers will be given the opportunity to get more involved in the MAT area of school life by sharing their expertise and ideas in order to help enrich learning.

### Departmental MAT Representatives

- Each department head selects via the Performance Management process a member of staff to be responsible for MAT pupils.
- The MAT representative's role includes leading the department's MAT procedures, monitoring the provision being made by their colleagues for these learners, tracking the progress of individual MAT pupils and co-ordinating enrichment provision for them.
- Each department's MAT representative liaises with the Additional Learning Needs Co-ordinator (ALNCo) over the identification of MAT pupils in their subject area.
- MAT representatives are invited to a termly meeting with the ALNCo to discuss issues related to MAT in their subject area.
- MAT representatives are invited to update their MAT register at any time throughout the year as well as at the first meeting of the academic year.

### Additional Learning Needs Co-ordinator

The ALNCo is responsible for:

- setting up and maintaining the database of MAT pupils
- monitoring and tracking the progress of MAT pupils in line with sector comparators by using end of Key Stage 3 data and A-A\* exam result percentages for GCSE and AS/A level.
- leading staff discussions regarding MAT pupils and raising awareness through INSET provision
- liaising with departmental MAT representatives and class teachers if there are concerns about MAT provision or the progress of MAT pupils
- giving advice and guidance to departments on extension and enrichment opportunities and links to other agencies.

### Teachers

- Teachers with MAT pupils in their classes are expected to discuss the planning for these pupils with their departmental MAT representative to ensure their needs are met
- Teachers are expected to use a variety of teaching and learning strategies to meet the needs of MAT pupils (see the section on Teaching and Learning above).
- Teachers are expected to invite their MAT pupils to talk about their interests in the subject and to build on these interests in developing enrichment and extension opportunities.

### Governing Body

The governing body has endorsed the action being taken by the school to improve outcomes for the most able pupils as set out in the School Development Plan. To enable the governing body to be informed and as necessary provide challenge:

- it receives regular reports on pupil progress - including progress of MAT pupils
- the link governor for Additional Learning Needs has regular contact with the ALNCo on the provision for and progress of MAT pupils
- in future the Governors' Annual Report to Parents will comment on the implementation of this policy.

### Other Relevant Policies (available on the school website)

- Curriculum
- Pupil grouping for learning
- Teaching for learning