

2013/2016

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

Responsible Staff Member : Mr M Furnham
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RATIONALE

At Llanishen High School we are concerned with each and every learner. We recognise that every pupil has talents and skills which we aim to identify and nurture. We want to develop the individual needs and skills of all learners and an important aspect of this is to recognise the needs of More Able and Talented (MAT) pupils and to develop strategies for:

- Their Identification
- Curriculum provision which offers support and challenge

This policy takes account of the Welsh Government (WG) document: Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils (2008).

AIMS

1. To develop provision for more able and talented pupils.
2. To develop a curriculum that extends and enriches the learning experiences of this group of young people.
3. To continue to develop a range of learning and teaching strategies that extend and support these pupils' development.

DEFINITION OF MORE ABLE AND TALENTED PUPILS

The school recognises in line with Welsh Government guidance that 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”*.

PROCEDURES FOR IDENTIFICATION

A variety of approaches will be followed to identify MAT learners. Identification needs to be ongoing as different pupils progress at different rates. A variety of sources are used which include qualitative and quantitative methods:

- Teacher recommendation in specific curriculum areas
- Partnership school information (KS2-KS3 transition)
- National Curriculum levels achieved
- Extra-Curricular activities
- Parent/peer/self recommendation
- Records of achievement/test & assessment results

CURRICULUM PROVISION

“Meeting the educational needs of the More Able and Talented is about building on good general school provision, not about providing something entirely different. Provision for the More Able and Talented is not a ‘bolt on’ but an integral part of effective teaching and learning”. Professor Deborah Eyre, 2011 NACE (National Association for Able Children in Education).

The provision of challenging activities must be at the core of the education we offer to MAT learners.

Some key principles in subject planning for MAT pupils are:

- Differentiation by outcome
- Differentiation by task
- Differentiation by pace
- Ability grouping
- Extension and enrichment activities
- Extra-curricular provision (lunchtime/after school/educational visits)
- Value learners’ own interests and styles
- Encourage independence and autonomy
- Support learners in using their own initiative
- Encourage learners to be open to ideas

LEARNING AND TEACHING FOR MAT PUPILS

All teachers should consider the following when planning for MAT pupils:

- What can be incorporated into everyday provision?
- What needs additional provision?
- How can I add depth to a pupil's knowledge and skills?
- How do I further develop the pupil's thinking skills?
- How can I add breadth to a pupil's knowledge and skills?
- How can I accelerate a pupil's learning? (stage not age)
- How can I develop an independent learner?
- How can I further develop a pupil's problem solving skills?

MAT REGISTER

Pupils who are identified (by departments) as being MAT are entered onto the school database. A copy of this register is made available to all staff. Parents/carers will be informed by regular progress reports of the placement of their child on the MAT register. This register is reviewed six monthly.

ROLES AND RESPONSIBILITIES

Llanishen High School recognises that successful provision for more able and talented pupils is dependent on partnership. Everyone involved has a role:

Pupils

- More able and talented pupils will be asked, during form tutor mentoring, to set their own rigorous learning targets and will be provided with differentiated work on a daily basis to meet these targets.

Parents and Careers

- Parents of pupils who are identified as more able and talented will be made aware of this via regular progress reports.
- Parents will be surveyed to identify their child's key strengths and skills to aid in the identification of MAT pupils.

More Able and Talented Co-ordinator (Additional Learning Needs Co-ordinator)

- The More and Able Talented Co-ordinator will set up and maintain a register of More Able and Talented pupils;
- monitor and track the progress of pupils identified;
- lead staff discussion and raise awareness through effective INSET provision
- Liaise with class teachers, subject leaders, Assessment Recording and Reporting coordinator and Governing Body
- set up and manage a whole school resource facility to provide recent materials and specialist facilities and to share good practice
- give advice and guidance on extending opportunities and linking to other agencies.

Heads of Departments

- Each Head of Department will liaise with the More Able and Talented Coordinator over the early identification of more able and talented pupils in his/ her department;
- Each department head will nominate a teacher with responsibility for more able and talented pupils whose role will include the subject mentoring of pupils designated as MAT at KS5.

Teachers

- Designated teachers should discuss the planning for these groups of pupils with the Co-ordinator to ensure their needs are met;
- A variety of teaching strategies should be used to meet the needs of more able and talented pupils (see section on Learning and Teaching above).

Governors

- A link governor has been identified for the MAT programme
- The Annual Governors' Report to Parents will comment on the implementation of this policy.