Blaenavon Heritage Voluntary Controlled Primary School



MORE ABLE & TALENTED POLICY

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COG:

INTRODUCTION

Blaenavon Heritage VC Primary School aims to provide a stimulating and 'stretching' environment for individuals at all levels of abilities to ensure they achieve their potential, thus catering for our 'more able and talented' (MAT) children. The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as MAT, according to NACE guidelines in one or more areas of learning. Furthermore, we acknowledge that provision for MAT is the responsibility of all members of staff. We maintain that, by raising the achievement of the more able, we may raise the achievement of all children within the school.

AIMS AND OBJECTIVES

The first aim of this policy is to ensure a consistent approach to the identification and support of the MAT child. Secondly, we aim to ensure that all children develop their full potential through education suited to their needs, including the provision of work that meets a higher cognitive level and opportunities to develop specific skills and talents. This may entail forging new links with other agencies that may help in the development of identified children. To achieve these aims, we have elaborated below the following strategy objectives:

- A shared definition of the terms 'more able and talented'.
- Early identification of the MAT pupil (including input from the children, parents/ carers and teachers).
- Provide a range of appropriate strategies to meeting pupils' needs across the curriculum – particularly with regard to literacy and numeracy.
- Provide opportunities to challenge MAT learners through extra-curriculum activities.
- Raise staff awareness of the range of available strategies.
- Work in partnership with parents/carers to enhance learning opportunities.
- Making use of the wider community to enhance learning opportunities.

DEFINITION OF 'MORE ABLE AND TALENTED'

A percentage of the children in our school are considered to be more able and/or talented. In accordance with NACE guidelines, 'more able and talented' refers to a pupil whose performance exceeds that of his/her peers in relation to national expectations and their age group in school but who does not necessarily perform at a high level across all areas of learning. MAT therefore describes pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas.

- 'Ability' has been defined as recognising the academic, practical, creative, musical, physical, sporting and social performance of a person.
- A 'more able' pupil is one who has the capacity for, or demonstrates significantly, higher levels of performance in one or more of these areas than most children of the same age.
- A talented pupil is one who has a specific ability in an academic or non-academic area. This could include a physical talent, performance, leadership, social awareness and creativity.

More able and talented children can also be good all-rounders or high achievers in one area, high ability but with low motivation, good verbal ability but with poor writing skills, very able but with a short attention span or poor social skills and perhaps keen to disguise their abilities.

We believe provision is generally most effective through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport, music and performance, we may need to work with external partners to meet their needs.

IDENTIFICATION OF MORE ABLE AND TALENTED CHILDREN

We use a range of on-going strategies to identify more able and talented children. Firstly, children undergo assessment within the first half-term of joining our Reception Class. This provides information about their developing skills and aptitudes across several areas of learning. As the children progress through the school, we assess them regularly to ensure that they are making anticipated progress in their personal targets. Teachers also regularly assess progress in core and foundation subjects of the Foundation Phase Outcomes and National Curriculum. Teachers monitor and track progression of cohorts and identify individuals who are performing above national expectations for their age. In years 2–6, teachers' assessments will be collaborated with All Wales Test results for those achieving a standardised score of 115+.

In addition, the identification of MAT pupils may be aided by parent and self-nomination. The opinions of parents are highly valued and will be taken into consideration in conjunction with teacher assessment. Similarly, it is part of our inclusive philosophy to listen to the views of children about themselves. Finally, we may identify MAT children by providing challenging learning opportunities across the whole school.

THE PROCESS

The MAT records will be informed by pupil and parent questionnaires, by teacher assessments and by pupils' results in the National Tests:

1. Pupils will complete questionnaires to identify skills and talents (Appendix 1 & 2).
2. Parents will complete a questionnaire requesting information on their child's skills or talents (Appendix 3).
3. Teachers will use academic attainment levels in conjunction with pupil and parent questionnaires to identify MAT pupils on MAT Profile (Appendix 4).
4. Children achieving a standardised score of 115+ will be identified.
5. MAT Co-ordinator to create a MAT record.

SUPPORT FOR MAT PUPILS

Teachers accurately plan 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:

- Differentiated learning activities;
- Challenging and encouraging pupils, particularly in literacy and numeracy, through providing opportunities to learn and apply higher levels of literacy and numeracy skills (as identified in the LNF) that recognise the need to meet the range of learning styles of all pupils;
- Provide opportunities to promote independent learning through enrichment activities that broadens a child's learning in a particular skill or knowledge area;
- An activity that allows a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning;
- Children are familiarised with a variety of thinking skills tools as they move through the school;
- The extra-curricular activities offer additional provision to the school's curriculum.

The Class Teacher's Role is to:

- Give flexible, challenging provision to provide opportunities for MAT pupils to further develop literacy and numeracy skills, in addition to skills in other areas;
- Differentiate planning;
- Use information on the questionnaires to complete the MAT profiles;
- Identify MAT pupils using teacher assessments and add names to profile (see Appendix 4);
- Track progress of MAT pupils to ensure and support progress in achieving targets.

MAT Co-ordinator's Role

The MAT Co-ordinator will oversee the MAT practice and additional provision within the school. The MAT Co-ordinator will seek opportunities to deliver specific and additional provision:

- Maintaining a record of MAT pupils;
- To ensure that MAT pupils are catered for by using information from MAT Profile;
- Monitoring progress through termly discussions with teachers through specific skills;
- Supporting staff in the identification of MAT pupils;
- Providing advice and support to staff on teaching and learning strategies;
- Monitoring teacher's planning to ensure provisions are made to challenge children's talents;
- Monitoring teacher's planning to ensure provisions are made to challenge more able pupils, particularly with regard to literacy and numeracy skills identified in LNF and skills identified in 'Incerts';
- Liaising with stakeholders: cluster schools, other schools, LA schools and specialist providers;
- Providing extra-curricular opportunities to challenge MAT pupils.

LITERACY AND NUMERACY FRAMEWORK 2012

The LNF focuses on the learners' acquisition of, and ability to apply the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to Literacy and Routes to Numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands:

Literacy Strand	**Numeracy Strand**
Oracy across the curriculum	Developing numerical reasoning
Reading across the curriculum	Using number skills
Writing across the curriculum	Using measuring skills
	Using data skills

- The teaching of these language skills should always be integrated so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, using measuring skills, using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.
- Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

MONITORING AND REVIEW

The Governing Body approves the School's Policy for MAT. The Link Governor for the Well-Being Team monitors the work through the SIP Committee. This policy will be reviewed every year or earlier if necessary.

CHILDREN'S QUESTIONNAIRE

Appendix 1

Foundation Phase

NAME:	CLASS:

We want to find out about your skills and interests. Choose one activity from each section to show what you most enjoy:

THINGS I LIKE DOING …					
USING WORDS		**MATHS ACTIVITIES**		**USING PICTURES AND SHAPES**	
Writing stories	☐	Counting	☐	Doing puzzles	☐
Writing poems	☐	Doing mental maths	☐	Making sculptures	☐
Talking	☐	Number patterns	☐	Decorating my room	☐
Playing and word games	☐	Problem solving	☐	Designing posters	☐
Learning a new language	☐	Giving directions	☐	Painting	☐
Telling jokes	☐	Spot the mistake	☐	Drawing storyboards	☐
Telling a story	☐	Playing board games	☐	Drawing	☐
Reading magazines	☐	None of the above	☐	Sketching	☐
Reading books	☐			Collage	☐
None of the above	☐			None of the above	☐

What is your main special skill or talent? Why do you like doing this the most?

THINGS I LIKE DOING …					
MUSICAL THINGS		**WORKING WITH OTHER PEOPLE**		**ON MY OWN**	
Singing songs	☐	Going to parties	☐	Making things	☐
Listening to music	☐	Playing team sports	☐	Writing a diary	☐
Going to concerts	☐	Showing someone how to do something	☐	Being in my room	☐
Dancing to music	☐			Reading	☐
Playing an instrument	☐	Make believe play	☐	Having a hobby	☐
		Meeting other people	☐	Doing things myself	☐
				Making my own decisions	☐
PHYSICAL THINGS		**BEING OUTDOORS**		**FINDING OUT ABOUT THE WORLD**	
Playing sport	☐	Keeping a pet	☐	Settling arguments	☐
Going on field trips	☐	Being in the garden	☐	Finding out about things	☐
Walking or swimming	☐	Drawing nature	☐	Finding out about the past	☐
Acting in a play	☐	Going on day trips	☐		
Gymnastics	☐	Growing plants/flowers	☐		
Dancing	☐	Cycling with family/ friends	☐		
Training for athletics	☐				
Running or cycling	☐	Visiting zoos/parks	☐		
Doing design and technology	☐				

CHILDREN'S QUESTIONNAIRE

Appendix 2

Key Stage 2

NAME:	CLASS:

We want to find out about your interests. Choose one activity from each section to show what you most enjoy:

THINGS I LIKE DOING …					
USING WORDS		**MATHS ACTIVITIES**		**USING PICTURES AND SHAPES**	
Writing stories	☐	Counting	☐	Doing puzzles/jigsaws	☐
Writing poems	☐	Doing mental maths	☐	Making sculptures	☐
Talking	☐	Number puzzles/patterns	☐	Decorating my room	☐
Playing and word games	☐	Problem solving	☐	Designing posters	☐
Learning a new language	☐	Giving directions	☐	Painting	☐
Telling jokes	☐	Spotting the mistake	☐	Drawing storyboards	☐
Telling a story	☐	Playing board games/chess	☐	Drawing cartoons	☐
Reading magazines	☐	Drawing plans	☐	Sketching	☐
Reading books	☐	Playing card games	☐	Collage	☐
Making a speech	☐	Inventing things	☐	Taking things apart	☐
Making up words	☐	Using a computer	☐	Visiting beautiful places	☐
Doing an interview	☐	Drawing diagrams	☐	Taking photographs	☐

MUSICAL THINGS		**WORKING WITH OTHER PEOPLE**		**ON MY OWN**	
Singing songs	☐	Going to parties	☐	Being creative	☐
Listening to music	☐	Playing team sports	☐	Writing a diary	☐
Going to concerts	☐	Showing someone how to do something	☐	Being in my room	☐
Dancing to music	☐			Reading and listening to music	☐
Playing an instrument	☐	Coaching sports and games	☐	Having a hobby	☐
Collecting CDs	☐	Meeting other people	☐	Doing things myself	☐
Unusual music	☐	Doing drama and role play	☐	Making my own decisions	☐
Whistling or humming	☐	Talking on the telephone	☐	Doing my own project	☐
Finding music for a play or concert	☐	Giving someone advice	☐	Solving problems	☐
Background music	☐	Working on a group project	☐	Making up my own mind	☐
Using a synthesiser	☐	Doing community work	☐	Being independent	☐
		Arguing my point of view	☐	Talking about my feelings	☐
		Brainstorming ideas	☐	Studying on my own	☐

PHYSICAL THINGS		BEING OUTDOORS		FINDING OUT ABOUT THE WORLD	
Playing sport	☐	Keeping a pet	☐	Settling arguments	☐
Pottery or craft	☐	Being in the garden	☐	Finding out about things	☐
Going on field trips	☐	Drawing nature	☐	Finding out about the past	☐
Martial arts	☐	Going on field trips	☐		
Walking or swimming	☐	Growing plants/flowers	☐	Going to church	☐
Acting in a play	☐	Cycling with family/friends	☐	Reading ghost stories	☐
Gymnastics	☐			Being in a nature park	☐
Using tools and machines	☐	Visiting places that keep wild animals	☐	Debating and arguing	☐
Dancing	☐			Reading about time machines	☐
Training for athletics	☐	Cooking a meal	☐		
Running or cycling	☐	Watching animal films	☐	Looking at the stars	☐
Design and technology	☐	Sketching plants and animals	☐	Watching films about space	☐
		Watching nature films	☐	Going to a space museum	☐
		Walking/climbing in the country	☐	Watching films like *Lord of the Rings*	☐
		Visiting or working on a farm	☐		

What is your main special skill or talent?

Why do you like doing this the most?





Parents' Questionnaire





Appendix 3

PARENTS' QUESTIONNAIRE

Name of Child:	
Class:	Date of Completion:

1	What does your child do really well?

2	What single achievement do you think your child is proudest of?

3	What sort of people does your child most like to be with?

4	What does your child most enjoy about school?

5	What aspects of schoolwork does your child most enjoy? Do they feel challenged at school?

6	What does your child most like doing at home?

7	What seems most important to your child at this time in his or her life?

8	**Do you feel your child is challenged in school?** **Please explain why you feel they are or are not.**

9	**Is there anything else which might help us identify your child's particular abilities and talents?**

Signed: _____ **Dated:** _____

PARENT/CARER

Appendix 4: MAT Pupil Profile

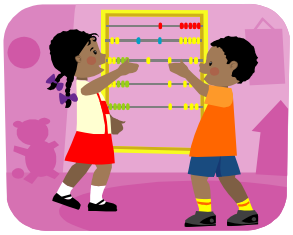
BHVC Primary School

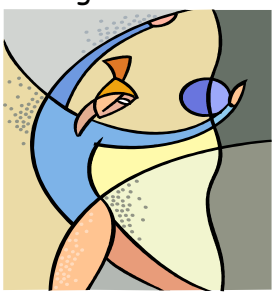
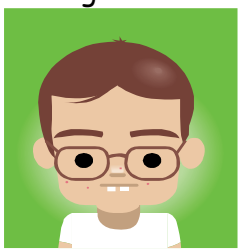
More Able and Talented Pupils

2019-2020

Any physical evidence should be attached

Staff name: Year group:

Name of pupil/s	Identified area	Attributes
	Linguistic intelligence 	Words and language • Orderly • Likes to read • Spells well • Ability to reason • Good memory for trivia • Likes to listen.
	Logical – mathematical intelligence 	Logical thinking: • Enjoys computers • Likes abstract thinking • Enjoys counting • Likes being organised • Likes being precise • Uses logical approach .
	Musical intelligence 	Musical ability: • Can feel rhythm • Likes to sing / rap • Remembers tunes easily • Imagines scenes from music • Senses complex music • Feels emotion in music

	Bodily Kinaesthetic intelligence 	Body Movement Control • Likes to touch • Plays with objects whilst listening • Good reflexes • Fidgety if there are few breaks • Mechanically minded • Good body co-ordination
	Spatial – visual intelligence 	Visual and spatial perception: • Thinks in pictures • Reads maps / charts well • Creates mental images • Good colour sense • Likes drawing • Remembers in pictures
	Interpersonal intelligence 	Perception of other people's feelings: • Mixes well with others • Good negotiator • Aware of other's intentions • Has many friends • Likes co-operating in groups • Helps solve arguments
	Intrapersonal intelligence 	Self-awareness: • Self-motivated • Very private person • Wants to be different • Knows own feelings • Very determined • Knows own strengths DLG 2010