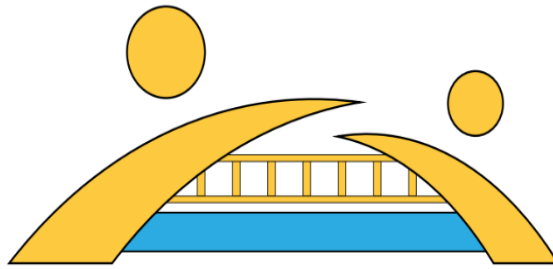


**CYNGOR SIR POWYS COUNTY COUNCIL**

# **YSGOL BRO CAEREINION**



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CAEREINION**

## **More able and Talented Policy**

	<b>Enw / Name</b>	<b>Llofnod / Signature</b>	<b>Dyddiad / Date</b>
<b>Cadeirydd /</b> Chair of Governors	Cllr Gareth Jones	<i>Gareth D Jones</i>	4.7.23
<b>Pennaeth /</b> Headteacher	Huw Lloyd-Jones	<i>H. Lloyd Jones</i>	4.7.23
<b>Adolygwyd a Chadarnhawyd</b> Reviewed and Accepted	4.7.23	<b>Dyddiad Adolygu</b> Date of Review	Summer Term 2024
<b>Polisi Statudol i'w Adolygu pob blwyddyn / Statutory Policy to be reviewed annually</b> <b>Canllawiau:</b> Guidance:			

**“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent” John F. Kennedy**

## **1. Introduction**

1.1 We believe that Ysgol Bro Caereinion should provide teaching that makes learning challenging and enjoyable, with all learners achieving their full potential. Within the resources available to us, we endeavour to help all learners develop their individual skills and abilities intellectually, physically, artistically and creatively. This policy outlines our practice for working with More Able and Talented (“MAT”) learners and illustrates our commitment to them.

1.2 The Welsh Government has adopted the term ‘More Able and Talented’ to describe learners who require opportunities for enrichment and extension which go beyond those provided for the general cohort of learners. MAT learners, given extended opportunities, will not only discover but also develop their talents. “In Wales the term “more able and talented” has been adopted as the descriptor of learners who are more able and talented across the curriculum or have demonstrated a particular talent for strong leadership, team working and entrepreneurial skill.” (“Meeting the Challenge” (2008)

1.3 MAT learners are estimated to encompass approximately 20% of the total school population. In every school there will be a group of learners who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. Research shows that schools who focus on the needs of More Able and Talented learners improve the quality of learning and raise standards of achievement for all learners.

1.4 MAT learners should be given the opportunity to study subjects to a greater breadth and depth. We aim to provide opportunities to develop specific skills and talents. We are also mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities.

## **2. MAT Learners and Additional Learning Needs**

2.1 MAT learners are those who demonstrate a significantly higher level of ability and/or potential than most learners of the same age in any of the following:

- Academic and curriculum abilities
- Sporting Talents
- Musical Talents
- Artistic Talents
- Performing Arts
- Practical Skills
- Strong leadership , team working
- Entrepreneurial skills

2.2 Without applying rigid classifications, we use the term “Able” for children who are achieving (or have the potential to achieve) at a level above the expected level for their age in one or more core academic subjects. They will typically have a standardised test

score of about 116+. We use the term “Talented” for children showing particular skill at one or more of the other seven attributes listed above.

2.3 This illustrates that MAT learners are not necessarily good all-rounders. They may be:-

- high achievers in one area, but moderate in other areas, for instance with very good verbal ability but poor writing skills
- very able but with low motivation, a short attention span or poor social skills
- keen to disguise their abilities.

2.4 Although MAT learners require additional educational provision in order to realise their potential, they are not classed as having “ Additional Learning Needs” as defined by the Welsh Government or within the terms of our School’s Additional Learning Needs (ALN) Policy. We recognise, however, that an individual learner may be MAT and also have specific ALN needs to be addressed in accordance with the ALN Policy.

### **3. Aims**

- To encourage excellence in all learners and provide opportunities to excel for each pupil
- To identify MAT potential in children at an early stage and to develop those abilities and talents by providing wider opportunities, encouraging raised expectations and extending teaching and learning skills, particularly through use of ICT and digital learning
- To provide MAT learners with teaching and learning strategies, resources and opportunities which will enable them to reach their full potential.
- To involve both the child and their parents/carers in the development of a child’s MAT potential, reporting on provision and progress and seeking home reinforcement
- To develop external links with appropriate specialists
- To further develop resources and staff training to facilitate the above Aims.

### **4. Identification**

4.1 Staff use a wide variety of information e.g. National Personalised Assessments and CAT’s, to identify the apparent current strengths, potential and limitations of all learners in order to provide appropriate differentiated learning for each child. In the course of this process, they are alert to identify actual or potential MAT learners and their apparent particular abilities and skills. After consultation and agreement between the identified learner’s Class Teacher and the ALNCo, details of such learner are entered on the School MAT Register, which is made available to all staff, and appropriate provision is planned. Identification is continuous and the Register is regularly reviewed because a child’s abilities and talents may change.

4.2 When identifying and considering provision for a MAT child, staff will always give priority to the interests of the child, for instance whether the child should be subject to raised expectations at a particular stage of their education and upbringing.

### **5. Whole School Provision Strategies**

Opportunities for extension and enrichment are built into all our schemes of work. We aim to:

- create an ethos where learners feel good about achieving excellence
- encourage all learners to become independent learners
- provide appropriate resources for excellent achievement
- provide a flexible organisation, offering opportunities for MAT learners to work independently or with older learners of the same ability
- generate cross-curricular projects, which offer learners more choice and responsibility
- celebrate achievement, including MAT excellence in each of the fields summarised at section 2.1 above.
- involve MAT learners, especially those with talent for leadership, teamwork and entrepreneurial skills, in extended decision-making for example in producing newsletters or organising charity events or doing special tasks as members of the committee structure.

## **6. Classroom Provision Strategies**

6.1 We recognise that unnecessary repetition of work can be demotivating and should be avoided. We therefore acknowledge the importance of establishing the prior knowledge, understanding and skills of each learner. We seek to be alert to learners who are able but who are underachieving.

6.2 Through effective planning, assessment, record-keeping and liaison with learners' previous teachers, we aim to:

- establish what learners have done previously in order to prevent repetition
- confront and relieve peer pressure to underachieve
- provide challenges through high-quality tasks for enrichment and extension
- plan work so that there is always extension material for MAT children
- differentiate MAT learners appropriately
- allow the children to make choices about, and organise, their own work
- set individual, challenging targets
- set individual homework
- expect learners to carry out, unaided, tasks that stretch their capabilities
- develop their ability to evaluate and check their own or peer work
- improve study skills.

## **7. Out of Hours Learning Activities**

Our School provides a wide range of extra activities for talented learners. Out of the classroom, learners can:

- take part in extra-curricular activities and clubs, e.g. sports, arts, music,
- take part in local, regional or national competitions, quizzes and debates
- go on educational visits
- go on residential trips.

## **8. Outside Agencies**

The school will continue to make appropriate use of the range of outside agencies available to support the identification and learning of MAT learners.

The school will give allowances and time for external activities for recognised MAT learners e.g. sports, music arts.

## **9. Partnership with Parents / Carers**

9.1 Our School regards parents/carers as having a key role in educating and supporting their child and values the information which they can provide. We try to secure the greatest possible degree of partnership between ourselves, children and their parents/carers. We try to take account of the wishes and feelings of parents/carers at all stages. Professional help can seldom be wholly effective unless they are involved.

9.2 If a child appears to be MAT, the School will consult the parents/carers, meet with them by appointment and keep them reasonably well informed of steps being taken.

9.3 Parents/carers of MAT children are expected to:

- participate in the process of addressing their child's needs, attending meetings when pre-arranged, sharing information and offering constructive comment on the School's proposals
- promote high expectations for their child, encourage them in learning and assist with any homework
- follow and reinforce at home any appropriate programme shared with the school.

## **10. Involving the Child**

Our School involves all learners (in ways appropriate to their age and abilities) in planning their education and setting individual targets and this includes MAT learners. Children have a right to express an opinion on matters affecting them and to have that opinion given due weight (see UN Convention on the Rights of the Child, Articles 12/13).

## **11. Role of the Teacher**

Each Class Teacher (with the support of Teaching Assistants) is primarily responsible for MAT provision in their class and will

- endeavour to identify MAT learners at an early stage.
- ensure that planning meets the needs of these learners.
- use a variety of teaching and learning strategies to develop the abilities of these learners.
- be first point of contact for parents / carers.

## **12. Role of the MAT Coordinator (ALeNCo)**

The MAT Co-Ordinator ("MATCo") Mrs Ceri Harris carries overall responsibility for overseeing and directing the School's procedures and the successful implementation of this Policy and will:

- ensure that the MAT identification and provision strategies are in place.
- keep the MAT Register and monitor progress of the children on the Register.
- lead in staff discussions, on training and on involving outside agencies.
- liaise with parents offering advice and support.
- liaise with the governor with responsibility for MAT learners.
- seek to ensure that adequate resources are in place.

- report to the Wellbeing Team and / or the Governing Body as appropriate.

### **13. Role of the MAT Governor (ALeNco Governor)**

13.1 The School's MAT governor is: **Mrs Ruth Bates and Mrs Sian Pugh**

13.2 The MAT Governor will

- liaise with the ALeNCo/ Head Teacher on MAT issues and requirements
- be available for parents/carers wishing to raise an MAT issue informally with her
- ensure that MAT issues are regularly reviewed by the Governing Body.

### **14. Role of the Governing Body**

14.1 The Governing Body has overall responsibility for MAT provision at our School and will in particular:

- appoint a governor to support the ALeNCo / Head Teacher
- review MAT issues when receiving the Head Teacher's Reports
- seek, so far as reasonably practicable, to make available resources needed by MAT learners
- carry out hands on monitoring activities to review progress for MAT learners.