

Pencaerau Primary School

“Learning for life”



More Able & Talented Policy

2021-2022

Date	Review Date	Headteacher Signed	Chair of Governors Signed
March 2021	March 2022	<i>H Brady</i>	<i>J Cuff</i>



Introduction

At Pencaerau Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially and spiritually. We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Aims

The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

Definition

In Wales, we use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. More able learners, given extended opportunities, will not only discover but also develop their talents. The term 'more able and talented' encompasses learners who are more able across the curriculum as well as those who show talent in one or more specific areas. The identification of more able and talented learners is linked to context and in every school. There will be a group of learners who require extended educational opportunities, regardless of how they compare to more able and talented learners in other schools.

The terminology our school uses to define our higher achieving learners is:

More Able and Talented - More able learners and Talented are those identified as being above the core of the class in any area (including the curriculum areas plus leadership, creative etc.) These are the 20% (approximate) or 6 learners in every class of 30 (approximate as each cohort will differ). These learners may be very good in one or more areas of the curriculum.

Exceptionally Able - Exceptionally Able learners are those who have the ability to excel in one or more area. We describe this as the top 5% across the year group (although not necessarily present in every year group).

Talented - Talented pupils are those who have the ability to excel in practical skills such as sport, art, leadership, music, performance etc.

We will strive to identify those more able and talented learners who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

It is important to note that some learners have “Dual Exceptionality” and may appear on more than one school list. For example, a child could be included in the ALN register and still be described as more able or talented. At Pencaerau Primary we recognise this dual exceptionality and aim to provide for the needs of individual learners accordingly.

Objectives

Through this policy we strive to:

- Ensure that we recognise and support the needs of our More Able and Talented children
- Enable More Able and Talented children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them.
- Encourage children to think and work independently
- Use appropriate assessment of children’s abilities and needs
- Link with other agencies that may help the development of identified children.

Identification of More Able and Talented pupils

Identification of more able and talented learners should include use of;

- Results of statutory tasks & tests
- Results of Whole School assessment procedures
- Checklists
- Teacher Identification

- Discussion with colleagues
- Self / Peer Identification
- Links with parents (e.g. questionnaires)

The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include learners who arrive after Reception and are late developers. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it. Our aim is to build a comprehensive picture of each child's ability.

Our identification criteria

The following grid can be used as a guide for identifying pupils to be included on the more able and talented register. More able pupils will be those pupils within the top 20% of their year group, whereas the exceptionally able pupils will be within the top 5%.

Test scores must be taken with caution and consider the fact that they are a "one-off" judgement of that pupil's ability. We are aiming for an all-round judgment with a strong evidence base.

Area	More able (Top 20%)	Exceptionally able (Top 5%)
Reading	+ 18 months	+24 months
Spelling	+18 months	+24 months
National literacy standardised score	120+	125+
National numeracy standardised score	120+	125+
National curriculum current sub-level (in specified subject)	1 whole level above expected level for that age group	5 sub-levels or above for that age group
Sport	County / district level Development centre	National level Centre of excellence
Music	Grade 1/2	Grade 3+
Creative / Artistic	Teacher recommendation	Teacher recommendation
Other subject area	Teacher recommendation	Teacher recommendation
Leadership	Teacher recommendation	Teacher recommendation

The names of learners identified as More Able and Talented are recorded on our More Able and Talented list so that their progress can be specifically tracked. Learners may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve. Once identified learners will remain on the list unless they cease to meet the criteria for nomination. The list is updated and reviewed by staff throughout the year.

Teaching and learning styles

Teachers in our school plan carefully to meet the learning needs of more able and talented learners. Learners are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning.

Classroom strategies

- Helping children to establish what they already know, and what/how they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised learning approaches
- Allowing different starting points
- Setting open-ended tasks
- Asking open-ended questions
- Encouraging imaginative and creative work
- Allowing time to tackle extended tasks or individual interests
- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work
- Encouraging learners to explain how they have learned something.
- Providing enrichment and extension activities beyond the National Curriculum programmes of study.
- Using in-class support to provide additional learning opportunities for More able and Talented pupils
- Valuing and rewarding quality
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in

- Class.

The school also offers a range of extra-curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical and creative clubs. Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning but gives due regard to the more able and talented learner.

Coordination of school provision (Roles and responsibilities)

The MAT co-ordinator is **Lucy Rowles**, who has overall responsibility, alongside the Senior Leadership Team and class teachers for coordinating the identification; record keeping; policy development; curriculum development; learning and teaching; home/school partnerships; whole school provision; his/her own continued professional development and liaising with parents, governors and Local Authority officers on updates/issues related to MAT pupils.

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the MAT Coordinator, who informs the Head teacher.

The MAT Coordinator and AOLE coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented learners. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the MAT Coordinator or Head teacher to discuss the issue further.

Transfer and Transition

Transition within school between Early Years and Foundation Phase; Foundation Phase and Key Stage 2 and between classes relies on effective communication systems. Teaching and support staff have transition meetings to pass on relevant information relating to; the levels of achievement and potential of More Able

and Talented learners they are going to teach; work already covered; work that needs to be planned for; preferred learning styles; commonly rejected learning styles; individual's particular strengths and weaknesses; displays of resourcefulness and initiative and targets for further development.

At Pencaerau Primary School we work with local high schools to develop transition plans for learners moving from Key Stage 2 to Key Stage 3. The MAT coordinators from each school and /or Year 6 class teacher/High School Transition Leader will liaise to ensure that they have all relevant information and documentation prior to transfer. When a child identified as MAT transfers to another school care is taken to ensure that the receiving school has all relevant information and documentation for that pupil.

Review

The more able and talented policy will be reviewed on an annual basis and any amendments or additions will be made accordingly and in response to any guidance provided by the Local Authority and Welsh Government. The headteacher is responsible for monitoring the policy to ensure that it is applied. The policy applies equally to all pupils in the school community regardless of gender, ethnicity, social circumstances and prior attainment