

Ysgol Pentrehafod

Pentrehafod School



More Able and Talented (MAAT) Policy

Polisi Mwy Gall a Thalentog

Reviewed December 2019

Adolygu ddiw Rhagfyr 2019

Next Review December 2022

'Adolygiad nesaf Rhagfyr 2022

Reviewed by Mr M Lacey, Learning Leader

December 2019



More Able and Talented (MAAT) Policy

Rationale:

At Pentrehafod School we believe in creating an inclusive learning environment that celebrates the abilities and achievements of all learners. The school aims to promote a stimulating and challenging educational experience through a broad and balanced curriculum. We are committed to identifying and meeting the needs of all learners as early as possible in order to enable them to achieve their fullest potential.

Aims:

- To develop provision for More Able and Talented (MAAT) learners that reflects Welsh assembly Quality Standards (2007.)
- To develop a curriculum that extends and enriches the learning experiences of all learners, including MAAT students.
- To develop a range of learning and teaching strategies that extend and support learners' development.
- To work effectively in partnership with learners and parents/ carers to foster and celebrate achievement.

Objectives:

- To describe the role of the More Able and Talented co-ordinator who will work proactively in developing a whole school approach to meeting the needs of more able and talented learners.
- To identify and place on a data base More Able and Talented learners in our school.
- To ensure effective monitoring and evaluation systems are in place.



Definition:

“In Wales, we will use the term ‘more able and talented’ to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils... In general terms, approximately 20 per cent of the school population may be more able, while the top 2 per cent could be considered exceptionally able.” WAG, 2002

At Pentrehafod we recognise that a number of students can be described under the general term ‘More Able and Talented’. Under this definition, the term ‘More Able’ applies to those students who excel in traditionally ‘academic’ areas, this might be one or two subjects. ‘Most Able’ refers to students who are consistently working towards the top grades in all the subjects they study. Those termed “Talented” demonstrate abilities in practical, creative and social forms of activity (e.g. sport, art, drama.) We recognise our duty to provide extended and enriched opportunities to allow these learners to achieve their fullest potential.

We also recognise that abilities and talents can be identified in one or more areas, such as:

- core subjects
- specific curriculum subjects
- organisational ability
- leadership
- creativity;
- thinking skills
- social skills

We recognise that MAAT students can sometimes become disaffected with their learning, and underachieve as a result. We strive to identify those students who are underachieving, and encourage these learners to become re- engaged in their learning.

We also recognise the pressures some students can place upon themselves to realise their goals and support and mentoring will be available if required.



Identification Strategies:

We are committed to identifying learners who are 'More Able and Talented'; this will be achieved by using a variety of strategies as part of the identification process. It is not intended to define a pupil as More Able and Talented based on the results of a single strategy, but rather, from a combination of any of the following:

- examination results, including NC and other external test marks, school exams, a range of other national tests which may include Midyis and LNF tests
- teacher observation and nomination based on course work
- parent nomination based on skill, interests and abilities
- peer nomination, as above
- CAT Scores

Teacher Identification:

What defines a MAAT Student?

The following are examples of the attributes a student could possess in order to be highlighted as MAAT:

- Imagination and creative flair
- Demonstrate a natural ability in the subject
- Make progress beyond what may be expected
- The ability to take on demanding tasks
- To be inquisitive and ask many questions
- Reason, argue and think logically
- Good awareness and use of appropriate language
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Thinking beyond the solution
- Learn and understand ideas quickly
- Quickly make connections between facts and concepts
- Work systematically and accurately



- Read widely (independently)
- Are self-motivated
- Have the ability to transfer skills and knowledge from one subject to another
- Critically assess their own and their peers' work
- Enjoy talking to teachers and peers about new ideas
- Relate well to others

Roles and responsibilities

The school recognises that successful provision for More Able and Talented learners is dependent on partnership. We realise that all parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

Learners:

- The school aims to provide a stimulating learning environment for all its learners, including the More Able and Talented learner.
- More Able and Talented learners will be asked to set their own rigorous learning targets.

Parents/carers:

- We want our parents/ carers to be aware that we are committed to meeting the needs of all our learners.
- Parents of learners who are More Able and Talented will be made aware of this and their learner's targets and progress will be shared with them.

More Able and Talented co-ordinator:

- The Co-ordinator will set in place a register of More Able and Talented learners.
- Monitor and track the progress of learners identified.
- Lead staff discussion and raise awareness through effective INSET provision.
- Liaise with class teachers, subject leaders, ARR co-ordinator and the inclusion co-ordinator.



- Set up and manage a whole school resource facility to inform on recent materials, specialist facilities and share good practice.
- Give advice and guidance on extending opportunities and linking to other agencies.

Area of Learning Leader (AoLE):

- The Head of Faculty will liaise with the More Able and Talented co-ordinator over the early identification of more able and talented learners in his/ her faculty.
- Each AoLE will nominate a teacher with responsibility for More Able and Talented learners.

Teachers:

- Teachers should discuss the planning for these groups of learners with the co-ordinator so as to ensure their needs are met.
- A variety of teaching strategies should be used to meet the needs of More Able and Talented learners.

Teaching and learning:

Teaching and learning strategies could include where appropriate:

- setting
- varying groups to suit tasks
- extension opportunities
- learner initiated learning opportunities
- differentiated teacher questioning
- targeted use of classroom assistants
- adopting a problem solving approach
- adopting a skills based approach
- awareness of learning styles
- special tasks of responsibility
- visits by experts
- acknowledging learners' success through displays, rewards and newsletters



- encouraging identified learners to share their expertise and skills, supporting others within and outside the classroom.

Governors:

- The governing body will be responsible for ensuring that this policy is fully implemented.
- A governor has been given specific responsibility for learners who are More Able and Talented.

Partnership and Communication:

- Where necessary and appropriate the school will link up with its cluster group, external providers, academic and industrial links.
- The school prospectus and website will contain a section on provision for More Able and Talented learners.

Organisation:

- The school's policy for More Able and Talented learners will work within the framework of the curriculum policy.
- Teachers and learners will share expectations for lessons.
- Staff will make flexible and efficient use of resources within and across departments.
- Teachers will deploy appropriate teaching styles with learners and evaluate their outcomes.
- Teachers will use their assessments to inform future planning.
- There is a nominated teacher in each AoLE with responsibility for More Able and Talented learners.

More able students would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges.

Talented students demonstrate an innate talent or skill in creative or sporting fields and would benefit from extended opportunities.



Transition

Building on our strength of excellent transition links, we will monitor information about MAAT students within our Cluster Primary Schools, including:

- the levels of achievement and potential of all the learners
- the work already covered
- particular strengths and weaknesses
- targets for further development

Monitoring and Evaluation:

- All monitoring and evaluation should reflect the school's self-evaluation procedures and monitoring and evaluation policy.
- The More Able and Talented Learners Register together should be regularly monitored and reviewed by the co-ordinator.
- Learners should be aware of testing data so that they can be instrumental in setting their own learning targets.
- The governing body will comment in their Annual Review on progress and developments in implementing this policy.

MAAT Co-ordinator LJ Carroll

This Policy was presented to Governors on **4th December 2019**.

It will be reviewed in **December 2022** or if National and Local Policy or Guideline is updated.

Signed.....

Mrs M Hughes

Chair of Governors