

BERRIEW CP SCHOOL



More Able and Talented

Reviewed Autumn 2022

Purpose

This policy sets out:

How staff at Berriew CP School will help pupils who are more able and talented.
What action the school will take to help the pupils who are more able and talented.

Introduction

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 needs of the 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. 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 giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our More Able and Talented pupils at Berriew Primary School.

Identifying MAT pupils

In Wales, we will 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.

In every school there are more able and talented pupils 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 the context of our school. In Ysgol Aberriew we identify children from the Wales National Welsh tests and teacher assessment and ongoing assessment:

	Possible ULP/IDP	In need of monitoring	On Track	MAT
Standardised Score	<80	81-94	95-114	115+
%	<30	30-40	50-79	80-100

Learners may be identified at any time and the lists are reviewed during termly Learning Reviews with class teachers.

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

Most Able learners are those who have the ability to excel in one or more area. These can be described as the top 2% (although not necessarily present in every class).

We will strive to identify those MAT 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 them overcome them.

It is important to note that some learners will 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 MAT. At Berriew Primary School we recognise this dual exceptionality and aim to provide for the needs of individual learners accordingly.

Aims and Objectives

We aim to:-

- Ensure that we recognise and support the needs of our More Able and Talented children.
- Enable MAT children to develop to their full potential;
- offer children opportunities to generate their own learning.
- ensure that we challenge and extend the children through the work that we set them.
- encourage children to think and work independently.
- to promote individualised/personalised approaches to learning.
- enable children to be fully involved in how and what they learn.
- Link with other agencies that may help the development of identified children

Admissions

We will value each application equally and with an inclusive admissions policy and procedure. Adaptations or interventions would be put in place if that pupil should require support that is in addition to or different from provision for all.

Curriculum

The School aims to provide for pupils:-

- a) A broad and balanced curriculum.
- b) A curriculum which is differentiated to suit all pupils needs.
- c) A range of teaching strategies to meet all pupils needs.
- d) ULPs- Universal learning plans, which set a small number of targets, closely matched to the pupil's needs.

Our teachers plan carefully 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, such as by providing

- a common activity that allows the children to respond at their own levels
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects 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. Using pupil voice and genius hour to support this.
- Planning top down, ***, **, * differentiated tasks
- Challenge tasks, chilli challenges.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

- Allowing different starting points
- Setting open ended tasks
- Asking open ended questions
- Higher order Thinking Skills
- Encouraging imaginative and creative work
- Varying group arrangements: working in ability groups. Co-operative and mixed ability group work.
- Encouraging learners to explain their learning and coach their peers
- Providing enrichment and extension activities specifically for MAT pupils.
- Valuing and rewarding quality.

Teachers regularly review the progress of children. This enables teachers to plan work that reflects the ability band of each group.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.

These activities include:

- Opportunities for off site visits (library, high school)
- School committee groups and leaders in sport/ICT/Welsh/Leadership/Oracy
- School Eisteddfod, sharing of pantomime and Berriew has Talent
- Participation in productions

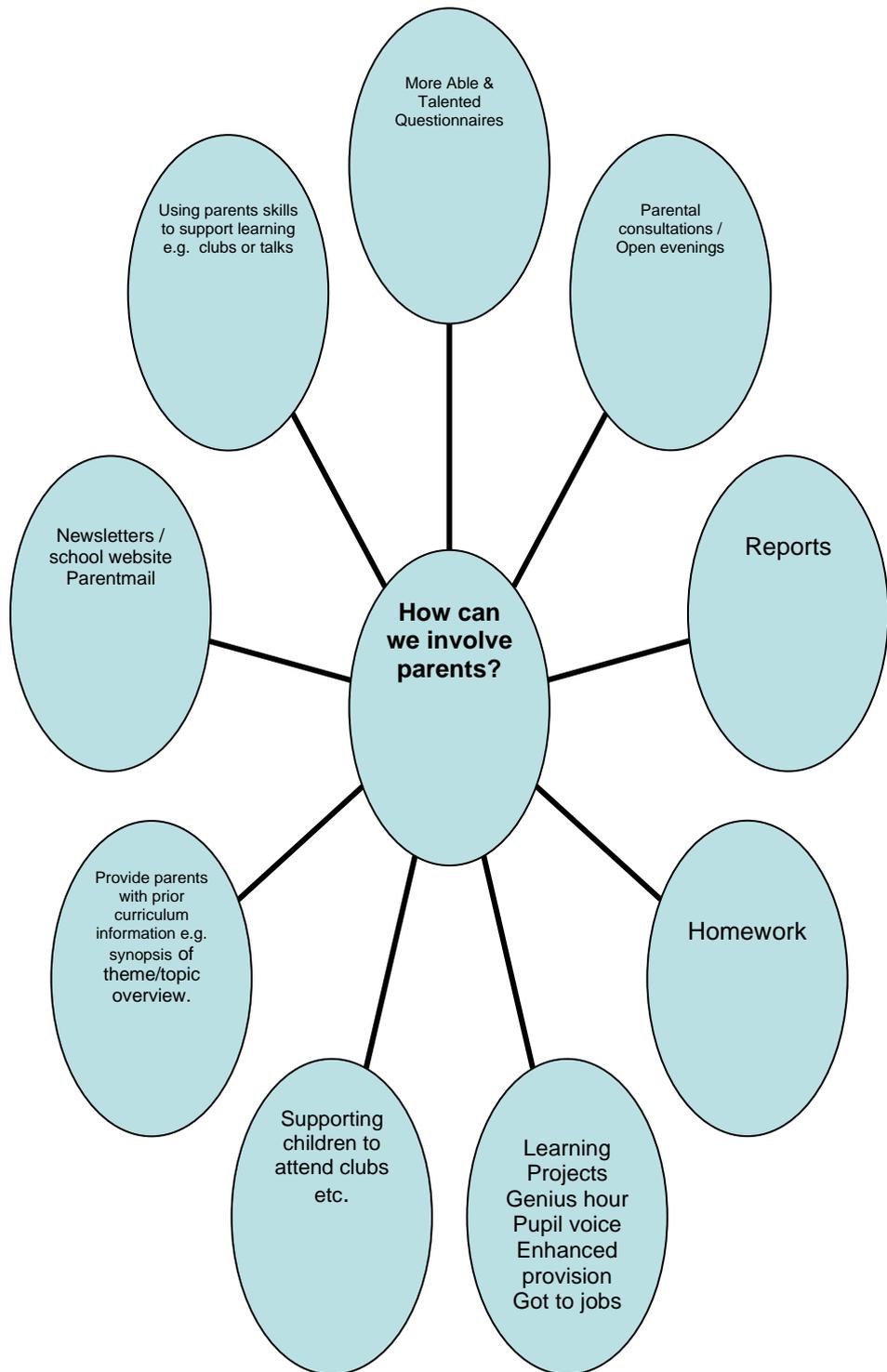
Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Roles and Responsibilities

People in the Process	Responsibilities
MAT coordinator Sophie Lewis	To work with the Headteacher and class teachers to oversee the day to day provision for the pupils with additional learning needs within the school. To keep an up-to-date MAT register. To make sure that where it is known that a pupil has an additional learning need, those needs are made known to all who are likely to teach him or her. To notify parents when the school feels that their child is more able and talented. To work closely with and supervise the work of support staff. To keep the Governing Body informed of all matters relating to its responsibilities for the provision of MAT. To inform parents when additional learning needs provision has been made for their child. To monitoring their progress through termly discussions with teachers; To support transfer and transition within the Foundation Phase and Key Stage 2 and between classes relies on effective communication systems.

	<p>Teaching and support staff have transition meetings to pass on relevant information for MAT pupils</p> <p>Transition from Foundation Phase has a well-developed Transition Plan involving parent meetings and visits for children to their new classes and teacher and the on site pre-school setting.</p> <p>Transition from Key Stage 2 to local feeder high schools</p>
The Governing Body	<p>The governors monitor the school provision for more able and talented pupils.</p> <p>The governor will work with the school's more able and talented coordinator in support of the school's efforts to help these pupils to reach the highest standards.</p> <p>The coordinator for our provision for more able and talented pupils provides feedback to the governing body on an annual basis.</p> <p>The monitoring includes feedback from parents/carers and children, as well as regular classroom observations of teaching and learning and evaluations of children's written work.</p>
The Headteacher	<p>To ensure that the daily management of MAT provision is effective.</p> <p>To work closely with the MAT coordinator and the teaching and support staff.</p>
Subject Coordinators	<p>To monitor lessons and or work scrutiny and tasks to ensure activities are being undertaken across all curriculum areas by higher learners.</p>
The Class Teacher	<p>To be aware of the school's policy for the identification and assessment of pupils that are more able and talented, and the provision it makes for them.</p> <p>To differentiate work accordingly.</p>
Parents	<p>To work closely with the school in order to develop a partnership that will support more able pupils.</p>



Partnership

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

In-Service Training

Identified in-service training will be undertaken in line with the School's Professional Development Policy.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the School's monitoring policy.

Evaluation and Review

The effectiveness of the More Able and Talented provision provided by the School will be undertaken annually by the Governing Body and reported to parents in the Annual Governors' Review.

A review of the More Able and Talented is undertaken **every year**. The More Able and Talented Policy is a working document and is kept under constant review.

APPENDIX of Amendments