



Garnteg Primary School
More Able and Talented Policy

Policy relating to More Able and Talented Children

Introduction

Garnteg Primary 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. Tea

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)

Teachers monitor and track progression of cohorts and identify individuals who are performing above national expectations for their age. In year 2 -year 6, teachers' assessments will be collaborated with All Wales Tests results for those achieving a standardised score of 115+.

In addition, the initial 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 teacher assessments and pupils results in the All Wales Tests, and may be contributed to through pupil and parent questionnaires:

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 NFL).
- That recognise the need to meet the range of learning styles of all pupils
- Provide opportunities to promote independent learning
- An enrichment activity 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:

- Provide flexible, challenging provision to provide opportunities for MAT pupils to further develop literacy and numeracy skills, in addition to skills in other areas skills
- Differentiate planning
- Use information on the questionnaires to complete the MAT profiles

- To 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. MAT Co-ordinator will seek opportunities to deliver specific and additional provision:

- Maintaining a record of MAT pupils
- To ensure that MAT 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 NLF. and skills identified in 'Inserts'
- 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

- At Garnteg Primary School we fully endorse and have integrated the NLF into all our curriculum policies and Schemes of work.
- Within the foundation subjects of History, Geography and Art, Design Technology, Physical Educational, ESDGC, Music the following skills have been mapped into both the long term and short term planning to produce a comprehensive continuum for pupils learning.
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- 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. Within literacy the strands are:
 - oracy across the curriculum
 - reading across the curriculum
 - writing across the curriculum.

Within **numeracy** the strands are:

- developing numerical reasoning
- using number skills
- 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.

MORE ABLE AND TALLENTED

It is also important that MAT pupils are challenged in all areas of learning and application of learned concepts. This does not necessarily mean taking them on to a higher level but giving them a broader range of experiences within a level.

Review

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

EQUAL OPPORTUNITIES

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Date of this review: June 2014

Chair of Governors

Signed: *Mr K Ganttlett*

Appendix 1

Name: _____

Class: _____



Children's Questionnaire
Foundation Phase

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	Things I like doing – maths activities	Things I like doing – using pictures and shapes.
<input type="checkbox"/> Writing stories	<input type="checkbox"/> Counting	<input type="checkbox"/> Doing puzzles
<input type="checkbox"/> Writing poems	<input type="checkbox"/> Doing mental maths	<input type="checkbox"/> Making sculptures
<input type="checkbox"/> Talking	<input type="checkbox"/> Number patterns	<input type="checkbox"/> Decorating my room
<input type="checkbox"/> Playing and word games	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Designing posters
<input type="checkbox"/> Learning a new language	<input type="checkbox"/> Giving directions	<input type="checkbox"/> Painting
<input type="checkbox"/> Telling jokes	<input type="checkbox"/> Spot the mistake	<input type="checkbox"/> Drawing storyboards
<input type="checkbox"/> Telling a story	<input type="checkbox"/> Playing board games	<input type="checkbox"/> Drawing
<input type="checkbox"/> Reading magazines	<input type="checkbox"/> None of the above	<input type="checkbox"/> Sketching
<input type="checkbox"/> Reading Books		<input type="checkbox"/> Collage
<input type="checkbox"/> None of the above		<input type="checkbox"/> 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	Things I like doing – working with other people	Things I like doing – on my own
<input type="checkbox"/> Singing songs <input type="checkbox"/> Listening to music <input type="checkbox"/> Going to concerts <input type="checkbox"/> Dancing to music <input type="checkbox"/> Playing an instrument	<input type="checkbox"/> Going to parties <input type="checkbox"/> Playing team sports <input type="checkbox"/> Showing someone how to do something <input type="checkbox"/> Make believe play <input type="checkbox"/> Meeting other people	<input type="checkbox"/> Making things <input type="checkbox"/> Writing a diary <input type="checkbox"/> Being in my room <input type="checkbox"/> Reading <input type="checkbox"/> Having a hobby <input type="checkbox"/> Doing things myself <input type="checkbox"/> Making my own decisions
Things I like doing – physical things	Things I like doing – being outdoors	Things I like doing – finding out about the world.
<input type="checkbox"/> Playing sport <input type="checkbox"/> Going on field trips <input type="checkbox"/> Walking or swimming <input type="checkbox"/> Acting in a play <input type="checkbox"/> Gymnastics <input type="checkbox"/> Dancing <input type="checkbox"/> Training for athletics	<input type="checkbox"/> Keeping a pet <input type="checkbox"/> Being in the garden <input type="checkbox"/> Drawing nature <input type="checkbox"/> Going on day trips <input type="checkbox"/> Growing plants / flowers <input type="checkbox"/> Cycling with family / friends <input type="checkbox"/>	<input type="checkbox"/> Settling arguments <input type="checkbox"/> Finding out about things <input type="checkbox"/> Finding out about the past



<input type="checkbox"/> Running or cycling	Visiting zoos / parks	
<input type="checkbox"/> Doing design and technology		

Appendix 2

Name: _____

Class: _____

Children's Questionnaire
KS2

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	Things I like doing – maths activities	Things I like doing – using pictures and shapes.
<input type="checkbox"/> Writing stories	<input type="checkbox"/> Counting	<input type="checkbox"/> Doing puzzles / jigsaws
<input type="checkbox"/> Writing poems	<input type="checkbox"/> Doing mental maths	<input type="checkbox"/> Making sculptures
<input type="checkbox"/> Talking	<input type="checkbox"/> Number puzzles / patterns	<input type="checkbox"/> Decorating my room
<input type="checkbox"/> Playing and word games	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Designing posters
<input type="checkbox"/> Learning a new language	<input type="checkbox"/> Giving directions	<input type="checkbox"/> Painting
<input type="checkbox"/> Telling jokes	<input type="checkbox"/> Spotting the mistake	<input type="checkbox"/> Drawing storyboards
<input type="checkbox"/> Telling a story	<input type="checkbox"/> Playing board games / chess	<input type="checkbox"/> Drawing cartoons
<input type="checkbox"/> Reading magazines	<input type="checkbox"/> Drawing plans	<input type="checkbox"/> Sketching
<input type="checkbox"/> Reading Books	<input type="checkbox"/> Playing card games	<input type="checkbox"/> Collage
<input type="checkbox"/>	<input type="checkbox"/>	

<p>Making a speech</p> <p><input type="checkbox"/> Making up words</p> <p><input type="checkbox"/> Doing an interview</p>	<p>Inventing things</p> <p><input type="checkbox"/> Using a computer</p> <p><input type="checkbox"/> Drawing diagrams</p>	<p><input type="checkbox"/> Taking things apart</p> <p><input type="checkbox"/> Visiting beautiful places</p> <p><input type="checkbox"/> Taking photographs</p>
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Things I like doing – musical things	Things I like doing – working with other people	Things I like doing – on my own
<p><input type="checkbox"/> Singing songs</p> <p><input type="checkbox"/> Listening to music</p> <p><input type="checkbox"/> Going to concerts</p> <p><input type="checkbox"/> Dancing to music</p> <p><input type="checkbox"/> Playing an instrument</p> <p><input type="checkbox"/> Collecting CD's</p> <p><input type="checkbox"/> Unusual music</p> <p><input type="checkbox"/> Whistling or humming</p> <p><input type="checkbox"/> Finding music for a play or a concert</p> <p><input type="checkbox"/> Background music</p> <p><input type="checkbox"/> Using a synthesiser</p>	<p><input type="checkbox"/> Going to parties</p> <p><input type="checkbox"/> Playing team sports</p> <p><input type="checkbox"/> Showing someone how to do something</p> <p><input type="checkbox"/> Coaching sports and games</p> <p><input type="checkbox"/> Meeting other people</p> <p><input type="checkbox"/> Doing drama and role play</p> <p><input type="checkbox"/> Talking on the telephone</p> <p><input type="checkbox"/> Giving someone advice</p> <p><input type="checkbox"/> Working on a group project</p> <p><input type="checkbox"/> Doing community work</p> <p><input type="checkbox"/> Arguing my point of view</p>	<p><input type="checkbox"/> Being creative</p> <p><input type="checkbox"/> Writing a diary</p> <p><input type="checkbox"/> Being in my room</p> <p><input type="checkbox"/> Reading and listening to music</p> <p><input type="checkbox"/> Having a hobby</p> <p><input type="checkbox"/> Doing things myself</p> <p><input type="checkbox"/> Making my own decisions</p> <p><input type="checkbox"/> Doing my own project</p> <p><input type="checkbox"/> Solving problems</p> <p><input type="checkbox"/> Making up my own mind</p> <p><input type="checkbox"/> Being independent</p>

	Brainstorming ideas	Talking about my feelings <input type="checkbox"/> Studying on my own
Things I like doing – physical things	Things I like doing – being outdoors	Things I like doing – finding out about the world.
<input type="checkbox"/> Playing sport <input type="checkbox"/> Doing pottery or craft <input type="checkbox"/> Going on field trips <input type="checkbox"/> Doing a martial art <input type="checkbox"/> Walking or swimming <input type="checkbox"/> Acting in a play <input type="checkbox"/> Gymnastics <input type="checkbox"/> Using tools and machines <input type="checkbox"/> Dancing <input type="checkbox"/> Training for athletics <input type="checkbox"/> Running or cycling <input type="checkbox"/>	<input type="checkbox"/> Keeping a pet <input type="checkbox"/> Being in the garden <input type="checkbox"/> Drawing nature <input type="checkbox"/> Going on field trips <input type="checkbox"/> Growing plants / flowers <input type="checkbox"/> Cycling with family / friends <input type="checkbox"/> Visiting places that keep wild animals <input type="checkbox"/> Cooking a meal <input type="checkbox"/> Watching animal films <input type="checkbox"/> Sketching plants and animals <input type="checkbox"/> Watching nature films <input type="checkbox"/>	<input type="checkbox"/> Settling arguments <input type="checkbox"/> Finding out about things <input type="checkbox"/> Finding out about the past <input type="checkbox"/> Going to church <input type="checkbox"/> Reading ghost stories <input type="checkbox"/> Being in a nature park <input type="checkbox"/> Debating and arguing <input type="checkbox"/> Reading about time machines <input type="checkbox"/> Looking at the stars <input type="checkbox"/> Watching films about space <input type="checkbox"/> Going to a space museum <input type="checkbox"/>

Doing design and technology

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?

Appendix 3

Parent's Questionnaire



We want to know about your child. Please could you tell us about the interests or skills they have.

Name of Child: _____ Class: _____

What does your child do really well?

What does your child enjoy about school?

What does your child most enjoy doing at home?

What does your child most enjoy doing at school?

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

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

Signed: _____

Dated: _____



MAT Profile -example

Name	Pupils Interests	Parent Information	Teacher Recommendation
L Anzum	Making things (craft)	Writing and drawing	Science
E Cameron	Drawing nature	Maths and English	Art
K Howells	cycling	School Council work	English - oracy
C Lewis	swimming	Swimming/ ICT	PE
H Phillips	Drawing	Story writing	Art
C Fowler	Rugby	Logical thinking/ sport	PE
F Scriven	cycling	Writing and drawing	English -Writing
K Erickson	Cycling and drawing	Maths/ IT	Maths/ IT
J Heard	Drawing	Craft/ swimming	Art
S Kavanagh	swimming		Art
L Wells	Looking after her dog		English - Oracy
L Wheller	reading	Writing	English - reading
O Wookey	Helping others	IT	English reading
M Wu	football	Drawing/ writing	English reading
K Hall	singing		Music
C Jacob	climbing	Acting/ imaginative play	English - Oracy
J J	Drawing bulldozers and diggers		Art
D Mayo	Climbing		PE
C Parry	Playing games	maths	maths
O Rogers	football		PE
J Slater	Looking after pets	ICT	Construction
C Willimas	football		PE
D Evans	Sport	maths	maths

MAT Groups Talent Map - (example) Highlight the 'more able' children in each group.
NB - a child can be in more than one group



Class

English - Oracy
K Howells
L Wells
C Jacob
F Scriven

English - Reading
L Wheller
O Wookey
M Wu
F Scriven

English - Writing
F Scriven
K Howells
E Cameron

Maths
K Erickson
C Parry
D Evans
F Scriven
K Howells
L Anzum

Science/K&U
L Anzum

ICT
K Erickson

Art/creative
E Cameron
H Phillips
J Heard
S Kavanagh
J J
J Slater - Construction

Music
K Hall

PE
C Lewis
C Fowler
D Mayo
O Rogers
C Williams

Garnteg Primary School -More Able and Talented Pupils Register

Name	Class Year	Linguistics intelligence (ie English language)	Extent of Reading	Numeracy	Problem Solving	Knowledge & understanding/ Reasoning intelligence (ie science)	Languages intelligence (ie Welsh)	Speed of Thought	Imagination Creativity	Observation	Concentration & memory	Makes Original Suggestion	Routine Work	Comments, subject areas, particular talents
Carys Williams	6		1	1										
Nicole Leighfield	6			2										
Morgan David	6				2									
Owain Cole			2											
Tom Breen	5	2	2	2	2	2			2	2			2	
Joshua Manning		1	1			2			2					
Chloe Davies	5			1										
Emma Davies	5	2	2			2								
TJ Kenneally	4			1	2			2					2	
Cody Fitzjohn	4	2	2			2			2					
Thomas Lewis	4	1							1					
Chesney Clark					1									
Karolina Pekalska	3			2							1			
Ray Clark	3													
Liam Richards	3		2											
Macie Davies	3		2											
Evan Cooper	3		2											
Kai Fowler	3	2							2					
Genevieve Kenneally	3	2												
Caitlin Brandon	2		1											
Taylan Brooks			1											
Theo Summers			1											
Kian Walker	R		2											
Caydie Evans	N	2												
Darcey Kennedy	N	2												

score 1 = exceptional to 5 = poor.

Pupils identified by scores of All Wales Tests and teacher assessment.