

**Cwrt Rawlin Primary School**

**More Able and Talented Policy**

**Introduction:**

At Cwrt Rawlin Primary School we aim to develop each and every learner. We recognise that every pupil has talents and skills which we aim to identify and nurture. Pupils may be **more able** and / or **talented** in diverse fields (academic, music, creative or sporting).

**This policy reflects that in this academic term (2023-24), Cwrt Rawlin Primary will focus on the targeted development of those pupils who are identified as being more able academically and talented at sports.**

We aim to develop the individual needs and skills of all learners; an important extension to this is to recognise the needs of the More Able and Talented and to develop strategies for: identification, support and challenge.

Recognition is given to the fact that MAT pupils do not always have an easy passage through school – their abilities can make them vulnerable to school / home pressure. It is our intention at Cwrt Rawlin Primary to provide the highest quality opportunities for these learners in a supportive, caring environment.

**Aims:**

* To develop provision for More Able and Talented pupils that reflects the Welsh Assembly policy.
* To develop a curriculum that extends and enriches the learning experiences of this particular group of pupils.
* To continue to develop a range of learning and teaching strategies that extends and supports pupils’ development.
* To establish a range of procedures to identify More Able and Talented pupils.
* To develop further, extra-curricular enrichment to support More Able and Talented pupils.
* To advise parents / carers of suitable after school activities to enrich and enhance their

talents outside of the school community.

**Definitions**

Talented pupils are pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. At Cwrt Rawlin Primary, learners should have the opportunity to demonstrate and celebrate their talents, whilst at the same time being supported, challenged and extended further in their area of talent.

**More Able and Talented (MAT)** is the general term for this concept; Learners may be more able and/or talented in diverse fields, e.g. academic, creative, sporting, social etc.

**More Able** learners would demonstrate a higher ability than average and would often require differentiated tasks and opportunities to learn through challenges.

**Most Able** learners would be working significantly above the majority of learners in a class and would sometimes require additional and different provision.

**Talented** learners demonstrate an innate talent or skill in creative or sporting fields.

**We aim to create a learning culture which:**

* Values learners’ own interests and styles of learning
* Encourages independence
* Encourages learners to be open to ideas and initiatives presented by others
* Encourages connections to be made across subjects and aspects of the curriculum
* Links learning to wider applications
* Encourages the use of a variety of resources, ideas, methods and tasks
* Involves learners working in a range of settings and contexts, e.g. individual, groups, pairs, class.

**Identification:**

The school recognises that the term MA&T as outlined in WAG guidance, encompasses approximately 5 - 10% of the total school population and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more area. Approximately 2% of learners may be described as “exceptionally able.” At Cwrt Rawlin, we define these learners as our ‘Most Able’ pupils.

The school is committed to identifying pupils in response to this policy’s definition of More Able and Talented, which will help to accurately identify the diverse range of abilities.

This will be achieved by using a range 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 outcome, but rather, from a combination of any of the following:

* National Assessment results **(SS of 130+),** teacher assessment and other test data, including CATS.
* Teacher observation and nomination based on work in individual subjects / areas of excellence.
* It is the responsibility of senior leaders to identify the MA&T pupils within the school and to convey this to the MA&T coordinator.

**Provision at Cwrt Rawlin Primary**

**Teaching and Learning**

Teaching and learning strategies could, where appropriate, include:

* Use of Differentiated Learning Outcomes;
* Targeted teacher questioning;
* Learner initiated opportunities;
* Targeted use of TA’s;
* Adopting a problem solving approach;
* Adopting a skills based approach;
* Awareness of learning styles;
* Acknowledging learners’ success though displays, rewards, the school website; presentations;
* Encouraging identified learners to share their expertise and skills, supporting others within and outside the classroom;

**Additional Opportunities:**

* Visits from ‘Inspirational Speakers’ who have achieved success in their area of talent;
* Links with outside agencies, such as Universities, Colleges and other schools;
* Special tasks or responsibilities such as organising and leading special events E.g ‘Spelling Bee’ competition or reading incentives.
* Use of MAT learners as mentors;
* Buddy system / working with older pupils on a task where appropriate;
* Encouraging identified learners to share their expertise and skills, supporting others within and outside the classroom;

**More Able and Talented Pupils, Roles and Responsibilities:**

**Responsibilities:**

The school recognises that successful provision for More Able and Talented pupils is dependent on partnership.

All parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

**School Leaders;**

* Develop a culture of high expectations for all learners.
* Recognise that more able learners are a discrete group with specific learning needs.
* Ensure the curriculum and pedagogical approaches considers the learning needs of this group of pupils.
* The school’s policy for More Able and Talented pupils will work alongside the additional needs policy.
* Know and make use of historical data pertaining to more able learners and the monitoring the provision provided for them in school.
* Monitor the progress of all learners, including MA&T and allocate resources to support development.
* Staff will make flexible and efficient use of resources.
* Teachers will use their assessments to help future planning.
* The More Able and Talented coordinator will have overall responsibility for More Able and

Talented pupils. (R Gilbert 2023-24)

**The Roles and Responsibilities of Pupils:**

* The school aims to provide a stimulating learning environment for all its pupils, this includes the More Able and Talented pupil
* More Able and Talented pupils will be provided with differentiated work to meet their needs.

**The Roles and Responsibilities of Parents/carers:**

* Cwrt Rawlin Primary School values working in partnership with all parents and carers.
* The nature of additional provision for More Able and Talented pupils at the highest level may be
* outside school and outside school hours. The school will do its utmost to identify such opportunities and make pupils as well as parents / carers aware of the possibilities.
* Parents / carers need to be aware that the school is committed to meeting the needs of all pupils.
* Ensure that the Annual Governors’ Report to parents comments on the implementation of this policy.

**The Roles and Responsibilities of More Able and Talented Coordinator;**

* The coordinator (R Gilbert) will set in place a register of More Able and Talented pupils.
* Inform parents of Most Able pupils who receive additional tuition. (Year 6 Most Able Pupils 2023-24)
* Monitor and track the progress of children identified.
* Lead staff discussion and raise awareness through effective INSET provision.
* Liaise with class teachers, subject leaders, leaders of learning, ARR coordinator and the

ALNCO.

**The Roles and Responsibilities of Teachers;**

* Teachers should differentiate work to meet the needs of the More Able and Talented pupils.
* A variety of teaching strategies should be used to meet the needs of the More Able and Talented pupils.
* More Able and Talented pupil groups will be established based on information from the MA &T register.

**The Roles and Responsibilities of Governors;**

* The governing body will be responsible for ensuring that this policy is fully implemented.
* A governor has been given specific responsibility for children who are More Able and Talented. (Mr M Stone. 2023-24)
* The Annual Governors Report to Parents will comment on the implementation of this policy.

**Partnership and Communication;**

* All More Able and Talented pupils will be entered on the school’s More Able and Talented register.
* Where appropriate, the school will link up with its cluster group i.e. MAT writing groups, maths challenge sessions.

**Staff Training in Additional Needs;**

The Head Teacher and More Able and Talented Coordinator are responsible for identifying the need for staff training to help teachers develop their teaching methods and learning styles. INSET training will be organised as appropriate.

**Summary**

Cwrt Rawlin Primary School is determined to meet the educational needs of all pupils and to ensure every child meets his or her full potential. Being able to find extension opportunities is an important part of this commitment to the pupils. This is provided by a range of provision and extra-curricular activities.

**Monitoring and Evaluation:**

All monitoring and evaluation will reflect the school’s self-evaluation procedures. The More Able and Talented Register together with the Group Action Plans will be regularly monitored and reviewed by the coordinator and class teachers.

The governing body reviews this policy. The governors may however, review the policy earlier, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date reviewed: 15.01.24

Signed Head teacher: Mrs T. Lloyd

Signed: Chair of Governors: Mrs C. Bailey