

St John Baptist Church in Wales High School

MAT Policy



St John Baptist Church in Wales High School

SCHOOL POLICY MORE ABLE AND TALENTED

Rationale

At St John Baptist Church in Wales High School we believe in creating an inclusive learning community that celebrates the uniqueness of all young people. The school will promote stimulating and challenging experiences through a broad balanced curriculum that also offers quality learning activities that focus on the particular needs and talents of the young people. We are also committed to identifying and meeting the needs of these young people as early as possible in order to enable them to achieve their best.

Aims

- To develop provision for more able and talented learners
- To develop a curriculum that extends and enriches the learning experiences of this particular group of learners
- To develop a range of learning and teaching strategies that extend and support young people's development
- To work effectively in partnership with young people and parents / carers to develop individual learning programmes

Objectives

- The ALNCo 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 database more able and talented learners in our school
- To ensure effective monitoring and evaluation systems are in place

Definition

- More Able and Talented is the general term for this concept
- Young people may be more able and / or talented in diverse fields: academic, creative, sporting, social, leadership
- More able young people demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges
- Most able young people could be working at a significantly higher level than other learners in the class and will sometimes require additional and different provision.
- Talented young people demonstrate an innate talent or skill in one or more areas, such as:
 - ❖ core subjects specific curriculum subjects
 - ❖ organisational ability
 - ❖ leadership
 - ❖ creativity thinking skills
 - ❖ social skills
 - ❖ sport
- More able and talented young people may be high flyers, coasters or disaffected

The school recognises that more able and talented young people can fall into three broad categories:

High achievers

Young people who display a level of ability beyond that of their peers. They are highly motivated and thrive on different and challenging learning experiences

Underachievers

Tend to be withdrawn, shy members of the class who choose not to draw attention to themselves

Disaffected

Often engage in anti-social behaviour as a result of poor motivation or lack of sufficient challenge. If educational needs are not met they may rebel against authority

Dual Exceptionality

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 on the ALN register and still be described as MAT.

The ALNCo will:

- set in place a database of more able and talented learners
- monitor and track the progress of learners identified
- lead staff discussion and raise awareness through INSET provision
- liaise with class teachers, curriculum leaders and pastoral team
- set up and manage a whole school resource facility via Google Drive to inform on recent materials, specialist facilities and share good practice
- give advice and guidance on extending opportunities and linking to other agencies

Identification Strategies

We are committed to identifying young people in response to this policy’s definition on more able and talented, which will enable us to

accurately identify the diverse range of abilities . This will be achieved by using a variety of strategies as part of the identification process. It is not intended to define a learner as more able and talented based on the results of a single strategy but rather from a combination of any of the following:

- Information from primary schools about pupils' abilities and talents
- Opportunity for parents of year 6 pupils to complete a questionnaire on pupils' talents and interests
- External examination results ie GCSE, AS/A2 results, school exams and internal key stage 3 levels, ALPs targets, a range of other national tests including WG Literacy/ Numeracy/ Reasoning tests (see school assessment policy)
- Teacher observation and nomination based on class work or coursework
- Parent / carer nomination based on skill, interests and abilities, using questionnaires
- Peer and self nomination
- Letters from external specialists ie sports/ drama/ music clubs

Roles and Responsibilities

The school recognises that successful provision for more able and talented young people 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 include:

Learners

- The school aims to provide a stimulating learning environment for all its learners, this includes the more able and talented young person
- More able and talented young people will be asked to set their own rigorous learning targets and will be provided with differentiated work to meet these targets
- Achievement will be celebrated within the school

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.

Curriculum Leaders

- The Curriculum leader will identify the subject specific characteristics of more able and talented learners
- The Curriculum Leader will liaise with the ALNCo over the early identification of more able and talented learners in his / her department

Teachers

- Teachers should discuss the planning for these groups of young people with the ALNCo 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 young people (see section on Learning and Teaching)

Governors

- The governing body will be responsible for ensuring that this policy is fully implemented
- A governor has been given specific responsibility for young people who are more able and talented
- The Annual Governors' Report to Parents will comment on the implementation of this policy

Partnership and Communication

- All more able and talented young people will be entered on the school's more able and talented database
- Where necessary and appropriate the school will link up with its cluster group, external providers and industrial links
- The school prospectus will contain a section on provision for more able and talented learners
- Information about the MAT programme is available via the school website

Organisation

- The school's policy for more able and talented learners will work within the framework of the curriculum policy
- Teachers and young people 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 (see following section) and evaluate their outcomes
- Teachers will use their assessments to inform future planning

Learning and Teaching

Teaching and learning strategies might include where appropriate:

- Varying groups to suit tasks
- Setting
- 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
- Use of more able and talented young people as learning buddies and mentors
- Acknowledging learners' success through displays, rewards, newsletters
- Encouraging identified young people to share their expertise and skills, supporting others within and outside the classroom

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 database should be regularly monitored and reviewed by the ALNCo. Learners should be aware of testing data so that they can be instrumental in setting their own learning targets
- The ALNCo should liaise regularly with the governor with responsibility for more able and talented young people

