



Ysgol Clywedog

More Able & Talented

Date Policy formally approved by Governing Body/Committee:	
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Review Date(s):	
Issue No:	2
Is this Local Authority or School Policy	School
Is this a statutory or recommended policy/document	
Is this a new or a revised policy	Reviewed
Signed (Headteacher/School)	
Signed (Chair of Governing Body / Chair of Committee)	

Member(s) of staff responsible: **AHT in charge of MAT
MAT coordinator**

Introduction

This document is a statement of the aims, principles and provision for more able & talented (MAT) students at Ysgol Clywedog.

It was developed through a process of consultation with staff, governors and students via the student council

Aims

At Ysgol Clywedog we are focused on developing, challenging and maximising the potential for each and every learner. We recognise that not every MAT student has smooth, barrier free journey through school, due to the pressures that their abilities can bring and a lack of engagement if they are not challenged sufficiently.

“There are a lot of talented learners in Welsh secondary schools whose potential is not being developed fully enough. Schools need to consider whether they are offering children the full range of experiences and opportunities that will enable them to reach their potential and prosper.”

Ann Keane, Her Majesty’s Chief Inspector of Education and Training in Wales.

Purpose and Philosophy

Within the school the following elements are crucial in supporting MAT learners:

- Identify MAT learners through school and transition systems;
- Support and challenge MAT learners within the classroom setting;
- Provide extracurricular activities and opportunities specifically for MAT learners and source funding for such activities;
- Track MAT student progress and provide intervention as necessary;
- Promote an aspirational ethos in MAT learners;
- Promote a learning culture in which MAT learners can thrive.

Definition

More able students (20%) demonstrate a higher ability than average for the class and will often require differentiated tasks and opportunities to provide sufficient challenge. Talented students demonstrate an innate talent or skill in creative or sporting contexts.

Identification

There are several opportunities for the identification of MAT students in the school:

- Transition data and information provided by primary schools, including EOKS levels and LNF results and skill tracking;
- Testing conducted within school such as CATS tests, reading tests, LNF tests, subject based assessment;
- Professional judgement of colleagues based on the work produced in a subject area;
- Around 20% of the school population should be identified as MAT;
- Parents will be informed by letter during each academic year that their child has been identified as MAT;
- MAT registers for each subject will be stored on SIMS.

Delivery

Teaching and Learning

It is the responsibility of all teaching staff to differentiate work to meet the needs of MAT learners. Some suggested strategies are listed below based on work by a MAT working group within the school:

- Setting challenge questions during lessons- this may mean MAT students bypassing some of the tasks set during the lesson in order to find the appropriate level of challenge for their ability. These are usually very open- ended questions;
- Having question and challenge boxes based in the classroom. A MAT GCSE student may be given AS level tasks to complete to stretch their thinking further;
- Providing project-based work requiring independent research and thinking;
- Offering multiple routes to meet a specific objective;
- Offering differentiated homework tasks;
- Develop mastery learning in MAT learners by utilising them as classroom experts and/ or through peer teaching;
- Using differentiated questioning with higher order questions targeted at MAT learners.

Extra-curricular Activities

In addition to the provision in the classroom setting, the school will also provide enrichment opportunities for MAT learners in an extra-curricular setting (subject to staff volunteering). These will include:

- Music, performing art and sports clubs, teams and performances;
- STEM (science, technology, engineering and mathematics) activities, visits and challenges;
- MAT projects in a subject or cross-curricular setting;
- Activity days utilising internal and external providers with a MAT focus;
- Talks and seminars delivered by external speakers with a view to raising MAT learner aspirations.

Transition

The school transition programme will provide opportunities for KS2 MAT students. This will ensure a positive transition for MAT students and assist the school in identification of MAT learners at KS3 level. This programme will include:

- Subject specific transition activities targeted towards MAT learners hosted in school;
- MAT specific provision provided by secondary staff in the primary setting;
- Collaborative transition teaching projects with MAT as the focus;
- Identification of MAT learners by the primary schools.

The role of the LT overseeing MAT

- to seek funding streams for MAT projects, intervention and resources;
- to keep the SLT and governing body informed of MAT learner progress and developments within the school;
- to meet regularly with the MAT coordinator to review MAT learner progress, initiatives and collaboratively plan future MAT provision;
- to ensure that the staff CPD cycle frequently has a MAT focus.

The role of the MAT coordinator:

- to raise awareness of MAT for both staff, students and parents;
- to support colleagues with MAT specific pedagogy;
- to liaise with feeder schools;
- to inform departments of developments through subject leader meetings;
- to conduct an annual review of progress with identified pupils;
- to inform parents of MAT status and progress.

The role of Subject Leaders:

- to ensure that MAT learners' needs are being met through lesson observation and book scrutiny;
- to regularly agenda MAT in departmental meetings and build MAT tasks into schemes of work;
- to track the progress of MAT learners within the subject and provide intervention as necessary.

The role of Head of Year:

- to track the progress of MAT learners in the year group and provide intervention as necessary;
- to ensure that MAT learners' achievements are celebrated in assemblies;
- to ensure that the year group has an aspirational ethos.

The role of all teaching staff:

- to plan and deliver differentiated lessons to meet the needs of MAT learners;
- to differentiate homework to meet the needs of MAT learners;
- to challenge and support all MAT learners;
- to track and monitor the progress of MAT learners in their classes.