



Ysgol Clywedog

More Able & Talented

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 &/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 in 2014/15:

- 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 AHT 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 Progress Managers:

- 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.