

# Aberdare Community School Ysgol Gymunedol Aberdâr



## More Able and Talented Policy

Date Adopted	24 <sup>th</sup> May 2023
Signature of Headteacher	<i>Michael Morgan</i>
Signature of Chair of Governors	<i>J. Radford</i>
Date to be reviewed	May 2024

## Introduction

At Aberdare Community School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. The school is committed to providing a sufficiently challenging and wide ranging curriculum for all its learners and this involves providing opportunities to identify and in turn nurture those who are 'more able and / or talented' (MAT) and their exceptional talents and abilities.

## Aims

- To be able to identify, in a consistent and accessible manner, each MAT student.
- To show clearly what will happen for each student when they have been identified.
- To ensure that the outcome is worthwhile and appropriate.
- To provide support, guidance and appropriate challenge for all MAT learners.

## Definition

In the context of Aberdare Community School we are looking at approximately the top 10% of the ability range in each curriculum area in Years 7-13.

In defining what is meant by the term 'more able and talented' we have adopted the following definitions:

- Those learners who possess a general academic learning ability that is significantly greater than most of their peers.
- Those who show an exceptional talent e.g. superb footballing skills, accomplished violinist, breathtaking artist.

## Identification

No one method of identification can be entirely accurate however this is viewed as part of good practice, by all staff and a continuous process, across the Key Stages.

We endeavour to obtain as much information about individual learners as possible and the methods employed are as follows:

- (Information from Year 6 teachers regarding ability in the core subjects and any able musicians, sports stars or budding actors.)
- Year 7 & 9 CATS scores and Years 7-13 teacher assessments.
- The use of subject specific criteria.
- Individual teacher knowledge with regards to an individual learner's ability.
- Fischer family trust (FFT) grade estimates.
- School generated target grades using a combination of FFT & CATS & TA information.

Less formal data can be provided by parents and outside clubs and activities.

## Arrangements for coordinating provision

- The appointment of a named individual (MAT coordinator) to coordinate the school's response to meeting the needs of MAT learners.
- All schemes of work planned by Leaders of Learning to include signposted enrichment / extension material for MAT learners.
- An awareness amongst all staff of their role in the identification of MAT learners based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a MAT register by the MAT coordinator which is issued to all staff.
- The identification of a key link person in each faculty / curriculum area to liaise with the MAT coordinator so that mechanisms for coordinating and monitoring the progress of MAT learners are established.
- Identification of a link Governor.
- Continuing professional development for staff that addresses the needs of MAT learners including developing teaching and learning styles that take account of differentiation, enrichment and extension.
- The effective assessment of learners' potential and performance.
- An audit of enrichment and extension opportunities provided by the wider extra-curricular programmes, led by the MAT coordinator.
- The active encouragement of learners to enter local and national events, including residential courses and competitions.
- The provision of discrete pastoral care (where required) on an individual basis.
- Opportunities for MAT learners to work together.
- Recognition, celebration and rewarding of achievement of all learners.
- Close liaison by the school with external support agencies and the home.
- Mechanisms to identify and address underachievement.
- The regular monitoring of MAT learners by subject teachers, Leaders of Learning. Progress Leaders and the MAT coordinator occurs and mentoring provided, if appropriate, within the school and / or using outside agencies.

## Responsibilities

### Leaders of Learning

- To inform departmental staff of the subject-specific criteria.
- To identify learners who meet the criteria for inclusion on the MAT register and to forward these names to the MAT coordinator.
- To provide schemes of work that have signposted activities for enrichment/extension work for identified learners.
- To check all departmental staff have copies of the MAT register.
- To ensure that the enrichment / extension material is being used by subject teachers.
- To include items concerning provision and the progress of MAT learners on departmental meeting agendas.

- To identify underachieving learners within their department via the use of exam data, termly progress data etc and to inform the relevant Leader of Learning and to support the linked classroom teacher.
- To produce and develop strategies within the department that allow the teaching of MAT learners to be further enhanced.

## Progress Leaders

- To identify, track and support underachieving MAT learners. Learners are identified as being underachieving by teacher referrals regarding progress, Leaders of Learning referrals / action from analysis of exam grades / department data and SLT analysis of termly progress grades. Leaders of Learning support underachieving learners via a number of routes – focus groups, behaviour groups, individual mentoring meetings and lesson observations through all of these routes' targets are set for improvement and are regularly monitored by the PL.
- To arrange the provision of pastoral care and mentoring if required.
- To arrange opportunities for the achievements of MAT learners to be celebrated and rewarded.
- To assist in the close liaison by the school with external support agencies and the home.

## MAT coordinator

- Gather information relating to the identification of MAT learners.
- Establish the MAT register and make regular updates.
- Identify learners who are underachieving in the subject(s) in which they are MAT and provide mentoring where appropriate.
- Advise on revision to the school policy, especially in regard to changes in local and national conditions.
- Liaise with Leaders of Learning on the identification of MAT learners and the provision of suitable activities for them in their subject areas.
- Monitor the provision for MAT learners throughout the school.
- Evaluate the progress made by MAT learners and the provision available throughout the school.
- Keep up-to-date with continuing professional development issues and help to deliver in-service training where appropriate.
- To develop via staff meetings / department meetings the strategies used to teach MAT learners and to further push the use of higher order thinking skills etc.
- Organise / support enrichment activities.
- Liaise with other phases to ensure continuity and progression.
- Liaise with relevant associations and other external agencies.
- Lead and monitor on any priority in the school improvement plan linked to MAT issues.
- Analyse school data on the progress of MAT learners and identifying potential ability for example by analysing CATS scores.
- To produce, implement and monitor action plans for exceptionally able learners present in the school.

- Liaise with Leaders of Learning with regards to the progress of MAT learners including underachieving and exceptionally able learners and provide additional support to these learners whenever possible.
- Inform parents via letters home of their child's MAT status and keep them informed of any changes to this status.