

YSGOL BORTHYN

# More Able and Talented Policy



## Polisi Mwy Alb & Thalentog

Date Feb 2021

Review date Feb 2024

Approved by

A handwritten signature in blue ink on a grey background, appearing to read 'D. Hughes'.

Headteacher

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Chair of Governors

### Rationale:

At Ysgol Borthyn we recognise that all of our children are unique and have their own gifts, abilities, talents, strengths, weaknesses and their own unique learning needs and styles. Individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields: it is important to develop the whole child. Schools and individuals can thrive in a culture of ambition and aspiration. We recognise that we have children in school who are more able and talented.

### Aims:

- To have high expectations of achievement of all children.
- To make early identification of our more able and talented children;
- To promote the child's self-esteem;
- To recognise and meet the whole child's needs;
- To address specific skills and talents;
- To widen opportunities and expectations by extending teaching and learning skills;
- To celebrate the continued development of the school as a learning community.
- To liaise with parents.

### Definitions:

- *More Able and Talented* is the general term for this concept;
- Children may be *more able and/ or talented* in diverse fields (academic, creative, sporting, social, leadership);
- *More able* children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;
- *Most able* children will be working at two levels above the majority of children in the class and would sometimes require additional and different provision.
- *Talented* children demonstrate an innate talent or skill in creative or sporting fields
- More able and talented children may be "high flyers", coasters or disaffected.

### Identification Strategies:

- Our school has adopted a MAT Wheel using the Howard Garners 'Multiple Intelligences' for the identification of More Able and Talented children. This will be informed by assessment (standardised scores >115), observations and staff discussions.
- We will consider any information provided from parents.
- Staff must have a clear understanding of the distinction between "more/most able" and "talented"
- We must ensure that our judgements of More Able and Talented children are consistent by regular discussion and moderation.
- Pupils identified as More Able and Talented will be added onto the schools MAT list.

### Roles and Responsibilities:

#### Approach:

Provision for More Able and Talented children should not be at the expense of other children, but equally these children have the right to the best possible curricular and extra-curricular provision. This will be achieved by and through the following:

#### The More able and Talented Co-ordinator:

- Our school has appointed a More able and Talented Co-ordinator whose first task was to formulate a MAT list based on the guidelines suggested by the LEA. The Co-ordinator will:
- monitor progress of the children identified on the list/register;
- lead staff discussion and awareness raising the aims and expectations;
- liaise with class teachers, subject leaders and the ALNCo's and negotiate actions where needed;
- purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities;
- offer advice and support for parents

#### Class teachers:

- The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of more able and talented children in his/ her class;
- The class teacher should discuss planning for most able and talented children with the Co-ordinator so as to ensure (s)he meets their needs;
- Class teachers should use a variety of strategies to meet the needs of more able and talented children (see section on **Learning and Teaching** below);
- The class teacher should keep parents informed;
- The class teacher should state the actions/enhanced provision they will put in place to sustain high expectations for MAT pupils on the MAT list.
- We recognise that excellence in More Able and Talented provision can enhance the quality of learning for all children – it must have an impact upon all aspects of curriculum to be successful.

#### Parents/Carers:

- We want our parents/ carers to be aware that we are committed to meeting the needs of all our children.
- Parents of children who are most able and talented will be made aware of this.

#### The child:

- The school aims to provide a stimulating learning environment for all its children, this includes the more able and talented child;
- Most able and talented children will be asked to contribute towards their enhanced learning and subsequent evaluation.

#### 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;
- The Annual Governors' Report to Parents will comment on the implementation of this policy.

#### LEA Co-ordinator:

- The LEA Co-ordinator will assist schools with their teaching of more able and talented children;
- The Co-ordinator will facilitate in- service training for schools and organise special events for More Able and talented children.

#### Partnership and Communication:

- All more able and talented children will be entered on the school's database.
- This information will be passed on throughout the school and to the next phase;
- Class teachers will liaise with the More able and Talented Co-ordinator so as to make appropriate provision for these children;
- Where necessary and appropriate the school will link up with the LEA Co-ordinator, external providers and industrial links;

#### Organisation:

- The school's policy for more able and talented children will work within the framework of the curriculum policy;
- Teachers and children will share expectations for lessons;
- Staff will make flexible and efficient use of resources;
- Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes;
- Teachers will use their assessments to inform future planning;
- There will be sufficient differentiation for all children, offering sufficient challenge for the more able.
- The 'More Able and Talented' policy, aims and objectives will be delivered inclusively through strong differentiation including challenge at a higher cognitive level but also through personalised learning opportunities and experiences including in an extra-curricular context.

#### Learning and Teaching:

Teaching and learning strategies should include where appropriate:

- Talking Partners
- Varying groups to suit tasks;
- Extension opportunities;
- Child 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;
- More Able and Talented intervention groups;
- Consultation with County Co-ordinator;

- Use of more able and talented children to guide others.

#### 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 Children List should be regularly monitored and reviewed by the co-ordinator;
- Children should have access to the 'How can I progress' charts to set themselves challenges in numeracy and literacy.
- The co-ordinator should liaise regularly with the governor with responsibility for more able and talented children;
- The governing body will comment in their Annual Review on progress and developments in implementing this policy.

**More Able & Talented Coordinator:** Miss Emily Widdows

**Governor with responsibility for More Able & Talented:** Mrs Sarah Benson