



More Able and Talented Policy

Aims and Rationale

At St. Illtyd's Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We aim to plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

At St. Illtyd's Primary School we recognise that we have 'More Able and Talented' children. Therefore, individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces provision and opportunity. Individuals can thrive in a culture of ambition and aspiration.

At St. Illtyd's Primary School we aim to identify 'More Able and Talented' Pupils throughout our school, from Nursery to Year 6 and to provide an environment of enrichment and celebration for all.

Objectives

- To create a culture of early identification of our More Able and Talented pupils;
- To nurture the child's self-awareness, self-esteem and self-reflection
- To recognise and meet the 'whole' child's needs
- To address and develop specific skills and talents
- To widen opportunities and expectations by extending teaching and learning skills
- To ensure progression for all

Definitions

More Able

The term 'More Able' and 'Talented', is used in Wales to refer to pupils who are more able across the curriculum and those who show particular ability or aptitude in one or more specific areas, such as art, music, drama or sport. Pupils may also show exceptional leadership, team working or entrepreneurial skills. It refers to about 20% of pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas. (Estyn, 2020)



The **More Able** child would be one who is bright and those who require effective differentiation within the class setting. These children are at the heart of this policy.

Talented

The **Talented** child would be one who displays a talent in areas other than the curriculum e.g. football, dance, leadership skills. These activities would usually take place outside school and therefore, links with parents are essential in identifying talented children.

Talented identification is based on a list of practical and cognitive skills. It is expected that all students identified as More Able have talent identification in order to profile their ability. The skills that are advised for identification are as follows, however, these are not all encompassing. Teachers can add skills to tailor a specific student's profile.

Talents may include:

- Creativity
- Problem Solving
- Organisation
- Speaking/Presenting
- Vocabulary
- Leadership
- Extended Writing
- Evaluation
- Extending ideas
- Identifying patterns

Most Able/Exceptionally Able

The **Most Able** child would be one for whom normal differentiation (*making lessons different to accommodate the needs of individual pupils in the classroom*) for bright children



would not be sufficient. The general rule would indicate a child who is operating at 2 National Curriculum levels above their peers. The Most Able child would be an outstanding and exceptional child who would require additional and different activities to reach their full potential.

In every school there are children who are **More Able and Talented** in one or more areas. It is recognised that up to 25% of an average cohort may be identified in this way, either generally or in a particular subject area. Less than 2% of learners are identified as **Most Able**. It is important to stress that percentages are for guidance only and these vary from year to year depending on many factors.

Identification

The identification of '**More Able and Talented**' pupils is a process in which all teaching staff play a part. This process is overseen by the Leader for 'More Able and Talented' pupils.

Our school has adopted several strategies for the identification of More Able and Talented pupils.

This will be informed by

- Analysis of valuable data
- Teacher observation and assessment
- staff discussions, teacher assessment and judgement
- Transition information;
- Data and pupil tracking processes
- Identification through classroom provision.
- Communication with parents and external agencies

This information may also be supplemented by checklists, peer and self-identification. This professional assessment is carried out through: consultation with parents / carers. Pupils' status is reviewed termly.

Foundation phase pupils are identified as early as Nursery and Reception by means of evidence- based class work as well as the Baseline Assessment and other teacher input. All provision is taken from Foundation Phase documentation.

Individual Action Plans or I.A.P.'s will be required only for the '**Most Able and Talented**' pupils. The I.A.P. will highlight additional or extended material that is being provided by the school or by outside agencies involvement with talented children e.g. football clubs, dance clubs etc. I.A.P. 's will be reviewed termly, where up to three targets may be put in place. Parents will be invited to take part in this process through a standard letter regarding their child being placed on an I.A.P. held in school.



Provision

There are three basic ways of meeting the needs of 'More Able and Talented' pupils: **acceleration, enrichment and extension.**

Acceleration Enables a child to access work, which would typically be for older pupils.

Enrichment Broadens a pupil's education by enabling a child to study aspects of a topic, which there would not normally be time to study. This occurs through additional resources, extra curricular clubs or More Able and Talented organised events with outside agencies. **Enrichment opportunities may include the following:**

- Enrichment activities, including clubs, societies, activity days, master classes, day and residential visits, visiting specialists, weekend activities, summer schools
- Opportunities for problem-solving, decision-making, analysis, synthesis creative thinking, speculation, evaluation and research
- Collaboration with other schools, external organisations, governors and other individuals with appropriate expertise
- Opportunities for students to engage with "real life" scenarios
- Use of local resources such as libraries, art, drama or theatre groups
- Opportunities to take part in performances, sporting activities, community and other projects
- Participation in national schemes, competitions and festivals

Extension Encourages a sophisticated process for thinking and reasoning skills. This should develop thinking skills and where more challenging topics/ activities may be presented to the pupils.

At our school we primarily focus upon **enrichment** and **extension** as the two basic strategies for meeting the pupils' needs. **Acceleration** is used only when there is demonstrable reason for thinking that enrichment and extension activities are not meeting the needs of the pupil.

Curriculum, Teaching and Learning



At St. Illtyd's Primary School we strive to provide sufficient challenges for all students.

This is done through providing:

- An agreed whole-school definition and shared understanding of the term 'more able and talented'
- A consistent whole-school philosophy for meeting the needs of more able and talented pupils that is well understood by all staff
- Broad and varied learning opportunities for more able and talented pupils to develop to a very high level in academic, sporting, creative and technological skills
- Stimulating and challenging learning experiences and environments that promote pupils' independence, problem-solving, decision-making, thinking and collaboration effectively and also develop pupils' literacy, numeracy or ICT skills to a high level
- Flexible use of groupings and tasks that enable more able and talented pupils to deepen their knowledge and consolidate and extend their skills at an appropriate level
- High expectations of pupils' achievement and use of a range of creative strategies to challenge and extend pupils' learning
- High quality questioning, which probes and challenges pupils' thinking
- Very strong subject knowledge and teaching expertise, for example an understanding of effective pedagogy for more able or talented pupils in a particular subject or area of learning
- Enrichment activities to enhance teaching and learning
- Exemplary use of assessment to inform teachers' planning so that it meets the needs of individual pupils
- High-quality feedback to pupils that helps to nurture their reflective and evaluative skills

Assessment, Monitoring of Progress and Evaluation

Learners who are identified as More Able and Talented are monitored by the Senior Leadership Team and the MAT Leader through a programme of work sampling, classroom observation, analysis of results and IAPs. Each pupil is further monitored on a daily basis, by their class teacher who sets regular targets and monitors achievement and well-being. Pupils themselves should be aware of this process and the I.A.P. review procedure so that they can be instrumental in setting their own learning targets.

Regular tracking of pupil progress takes place in the form of:



- Teacher assessment
- Use of test data e.g. Personalised Assessments, SWST, cognitive abilities tests (CATs).
- Regular tracking of performance of individuals and discussion with Leadership team on a termly basis at Pupil Progress meetings
- Comparison with local and national outcomes
- Pupil profiles and portfolios

At St Illtyd's Primary School we believe that one of the most effective strategies for helping More Able and Talented pupils to reach their full potential is ensuring that they develop as rounded learners and so their well-being and progress in social and interpersonal skills is monitored, as well as their progress within the curriculum subjects.

Equal Opportunities

At St Illtyd's Primary School, we are committed to equality for all pupils. Law underpins the requirements for equal opportunities. The Human Rights Act 1988 incorporates the European Convention of Human Rights. At St.Illtyd's Primary School we take this seriously and endeavour to ensure equal opportunities for all are followed. All pupils have equal access to teaching and learning activities. We secure equal opportunities for pupils and promote 'social inclusion'

Additional Learning Needs

We will provide those children with Additional Learning Needs who may also be identified as MAT with opportunities to participate in work which is sufficiently challenging, and which will enable them to develop and to ensure they experience success. Differentiation of work will enable all children to access the curriculum.

Personal, Social and Emotional Development

Learner well-being is of paramount importance to us and it is essential that all learners feel happy, safe and valued. Learner well being is monitored through the use of well-being webs and Thrive screening. At St.Illtyd's Primary, we take into account the views and wishes of the child and children identified as **Most Able** and requiring a higher level of differentiation will be given the opportunity to contribute towards the formulation of their IAP and subsequent evaluation.

Where learners experience personal, social or emotional issues, there are a variety of strategies used to support them.



These include but are not exclusive to:

- Provision for personalised learning
- Pastoral support from class teacher, teaching assistant or other familiar adult
- Mentoring, coaching and peer support, e.g. buddy scheme
- Pupil voice – feedback, one-to-one discussion, questionnaires

Partnerships

We want our parents/ carers to be aware that we are committed to meeting the needs of all our children. In order to maintain a consistent approach, we will ensure that:

- Parents of children who are **Most Able** will be made aware of this and their child's IAPs and targets will be shared with them.
- We will encourage parents to liaise and work in partnership with the school.
- Parents are encouraged to share information, with the child's knowledge, with the school.

Continuing professional development

At St. Illtyd's Primary School, we are committed to offering continuous professional development of all staff. In relation to providing high-quality teaching and learning for more able learners, this could include:

- Attendance at relevant courses and training days
- Guidance from external specialists, consultants, guest speakers and trainers
- Liaison with specialist organisations
- Opportunities to share good practice internally, and with other schools

Policy review and development

This More Able and Talented Policy has been developed by:

- Kirsty Banks – Leader of progression for All

Leadership



Role	Designated Person/Persons	Responsibilities
Designated lead teacher or coordinator	Kirsty Banks (TLR Leader of Progression for all)	To take the lead in policy development; To develop and maintain the MAT register; To keep abreast of new developments and knowledge of specialist facilities; To take the lead in production of support for teacher, pupil and parent; To monitor standards of teaching and learning for MAT pupils; To liaise with class teachers, co-ordinators and the ALNCO to negotiate individual targets; To take responsibility for audit, maintenance and purchase of MAT resources To attend relevant courses and disseminate information at staff level; To propose colleagues for courses or further training; To arrange visits to / by outside agencies as a means of enrichment;
Governor with a focus on more able learners		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 progress and



		<p>developments implementing this policy; The school prospectus will contain a section on provision for more able and talented children.</p>
<p>Steering group involving school leaders, teachers, support staff, learners and parents</p>	<p>Leadership and Support Team Class Teachers Support Staff learners</p>	<p>The class teacher will liaise with the More Able and Talented Coordinator over the early identification of more able and talented children in his/ her class; Ability grouping is in place and MAT pupils are grouped accordingly.</p> <p>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;</p> <p>Class teachers should use a variety of strategies to meet the needs of more able and talented children (see school's Learning and Teaching policy);</p> <p>Class teachers monitor and evaluate progress;</p> <p>The class teacher should keep parents informed;</p> <p>The class teacher should produce an IAP for those most able/talented children who require additional and different provision (two levels above).</p> <p>Pupils in Years 5 and 6 attend specific MAT events carried out by Abertillery Learning Community SC.</p> <p>Pupils in Years 5 and 6 are involved in MAT support lessons carried out by staff</p>



		<p>of Abertillery Learning Community.</p> <p>Extra-curricular activities are carried out by staff and MAT pupils are encouraged to join these sessions to further develop their areas of talent, e.g. maths club, drama club, sports clubs, Digital Leaders etc.</p>
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Schedule for Development, Monitoring & Review

This More Able and talented Policy was approved by the Governing Body on:	September 2022
The implementation of this More Able and talented Policy will be monitored by:	Kelly Forrest-Mackay Kirsty Banks Steve Doel – Chair of Governors -Governor for Safeguarding
Monitoring will take place at regular intervals:	Termly
The Governing Body will receive a report on the implementation of this More Able and talented Policy:	Termly
The More Able and talented Policy will be reviewed annually, or more regularly in the light of any significant new developments The next anticipated review date will be:	September 2023

The school will monitor the impact of the policy using:

- Internal monitoring data for pupil progress
- Focused monitoring of the quality of teaching for more able learners
- Surveys of pupils
- Surveys of staff
- Information from parents/carers