



*More Able and Talented (MAT) Policy
and Guidance Document*

Contents Page

<u>Page</u>	<u>Content</u>
3	Definitions and Rationale
4	Action Plan
5	Roles and Responsibilities
6	Lines of communication
7	Identification of MAT learners
8	Teaching and Learning
9	Appendix 1: Example of subject specific MAT criteria
10	Appendix 2: Sample of Parental Questionnaire
11	Appendix 3: Individual Challenge Plan Template
12	Appendix 3: MAT notification letters to parents



St Clare's School More Able and Talented Policy

Definition

Eyres *et al* (2002) defines *gifted and talented* students as " *Those who demonstrate exceptionally high-level performance, whether across a range of endeavours or in a limited field, or those who's potential for excellence has not been recognised by either tests or experts*". In Wales, students which demonstrate the above mentioned attributes are referred to as *more able and talented* (MAT) and can be characterised as students " *who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils*" (WAG, 2008). In all definitions there appears to be the recognition of the distinction between the term *gifted* and the term *talented*. *Gifted* students appear to be *more able* over a wider range of academic areas whilst *talented* students appear to generally exceptionally in one particular area.

Rationale

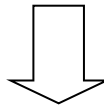
At St Clare's School we recognise the importance of ensuring that all learners receive an appropriate and challenging level of education and a feeling of fulfilment and enrichment. As a teaching staff we will endeavour to give our learners the best start in life and provide the opportunity to reach their full potential whilst fostering their entitlement to influence the services that affect them. St Clare's School acknowledge and celebrate the talents of our learners by realising that these talents lie across the school curriculum, in sport, performing/creative arts and outside of the school environment. We intend to raise their aspirations and achievement by developing their :

- Ability to learn
- Range of knowledge
- Core skills, eg. Problem solving
- Creativity
- Intellectual curiosity
- Specific talents.

Action Plan

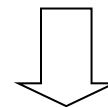
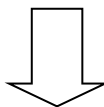
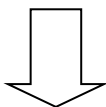
Creation of MAT Policy

- Definitions
- Roles and Responsibilities
- Action Plan



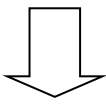
Formation of MAT Register

- Identification (Parental, Teacher, Pupil, Data led)
- Raise awareness of which students need challenge
- Flair Projects at KS1/2 to allow opportunities to demonstrate flair/talents



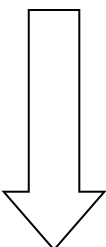
Monitoring Progress

- Use of Pupil Asset to track MAT pupils progress
- Value added approach
- Setting of individual termly targets (ICP)



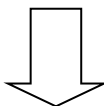
Reporting Progress

- Termly progress reports to monitor value added progress
- Progress against subject specific targets analysed
- Reported to parents



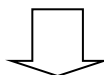
Teaching and Learning

- INSET opportunities
- Accelerated Learning /Early entry
 - Targeted differentiation
- Use of Blooms Taxonomy to generate higher order questions
- Learning Environment (Modelling, Blooms Taxonomy displays, Extension corners)
 - Problem solving tasks
 - Independent study
 - Metacognition



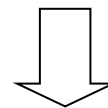
Additional Learning Opportunities

- Local and National Events
- External/Internal competitions
- UKMT Mathematical Challenges
- Spelling BEE and National Poetry Competition, National Debate
- Research and make links with organisations



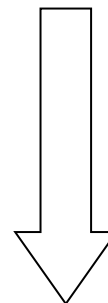
Mentoring/Peer buddying

- Teacher/pupil mentoring
- Pupil/pupil mentoring and buddying



Celebrating Progress

- Termly presentations of progress in assemblies
- Presentations made by peer mentors



Review and Evaluation

- Audit of the successes of the individual programs
 - Feedback from parents
- Formation of MAT pupil council to express their opinions and preferences
 - Form closer links with external agencies and initiatives
 - Use the evaluation as a basis for NACE accreditation

Roles and Responsibilities

We recognise that successful provision for the More Able and Talented pupils is dependent on partnership.

The Learners

The Learners will:

- be asked to set their own targets and contribute to their Individual Challenge Plan (ICP)
- be provided with differentiated work in order to meet their aspirational goals
- be expected to communicate and influence the teaching services that affect their progress

The Parents/Carers

The parents/carers will:

- will be made aware of the fact that their child has been identified and ICP will be shared with them
- be asked to complete a questionnaire which will ask them to highlight their child's successes and achievements outside school and provide information of their child's personal skills and achievements within school

The Mat Coordinator

The MAT Coordinator will:

- create and update a whole school policy
- put in place a register of More Able and Talented learners
- monitor and track the learners identified
- offer mentoring to MAT students where appropriate
- Keep up-to-date with continuing professional development issues and help to deliver INSET training
- liaise with Class teachers, Heads of Department, Heads of Years and all other interested parties
- manage the sharing of good practice
- offer guidance and advice on extending opportunities and create links to other agencies
- work towards achieving The NACE Challenge Award

The Head Teacher

The Headteacher will:

- oversee the whole school approach to target setting, tracking and appropriate teaching strategies to ensure that intervention is timely and outcome driven
- oversee the work of the MAT coordinator ensuring that school requirements are met
- review the performance of the Mat Coordinator and ensure that adequate training is provided
- ensure that as far as possible adequate resources are made available

The Heads of Key Stage/Head of Prep School

The Heads of Year will:

- assist in the identification of MAT learners
- arrange opportunities for the achievement of MAT learners to be celebrated

Heads of Faculties/Subject Co-ordinators

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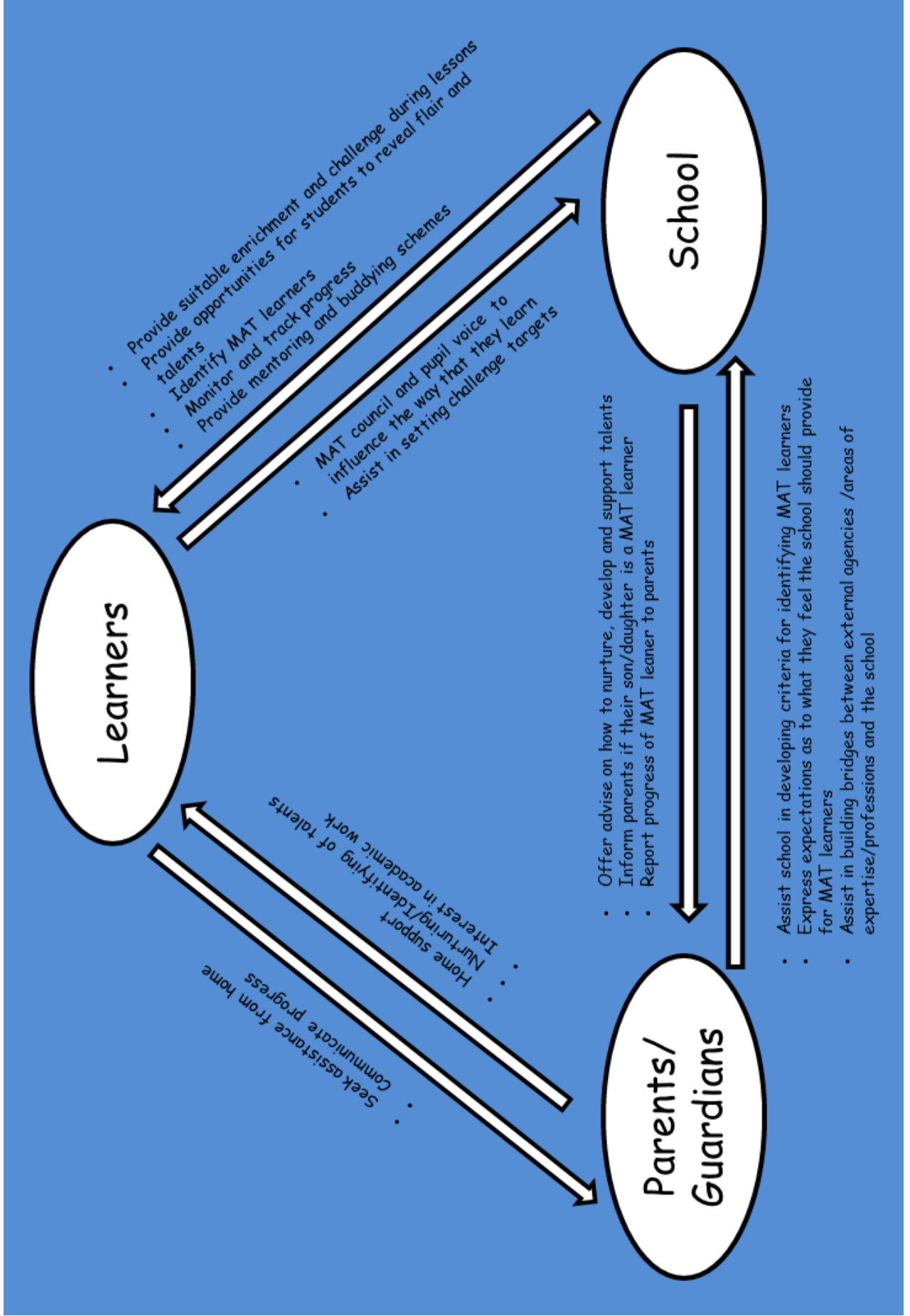
- identify regularly the subject specific characteristics of the more able and talented learners
- share and modify the criteria used to identify MAT learners within subject areas
- identify learners who meet the criteria for inclusion on the MAT register and to forward these names to the MAT coordinator
- liaise with the MAT coordinator over the early identification of MAT learners within their Faculty
- ensure that the enrichment/extension material is being used by subject teachers
- include items concerning provision and the progress of MAT learners on departmental meeting agendas
- produce and develop strategies within the department that allow the teaching of MAT learners to be further enhanced.

The Teachers

The teachers will:

- assist with the identification of the more able and talented learners in their specific subject/class
- discuss the planning for these groups of learners with the MAT coordinator to ensure their needs are met (contribute to learners ICP's)
- ensure that on a lesson to lesson basis appropriate enrichment and extension material is provided for MAT learners
- participate in MAT specific INSET and endeavour to use MAT friendly teaching strategies

Communication Channels



Identification of MAT Learners

At St Clare's we recognise that a range of strategies are essential when identifying ability and talents and that the assessment of learners is dynamic, continuous and flexible. There are various channels available for students to reveal their talents and it is vital that there is the provision of appropriate opportunities offered for these talents to be discovered. Formation of MAT learner registers is a collaborative task that must involve the opinion of all stakeholders involved.

Early Identification: Flair Project

- Project based work based on a theme which would allow learners at KS1 AND KS2 tackle a task from the view point of their preferred subject. The aim of which is to allow the opportunity for learners to demonstrate potential in non-core or core subjects flagging students up as potential MAT learners at KS3

Teacher Assessment

- Teachers use a combination of subject specific MAT criteria (see Appendix 1) to identify and justify learners that they feel are considered MAT. This method makes use of the subject specialism that the subject teachers possess and eradicates the restrictive use of just using data to identify by using qualitative means of identification
- Teachers will be required to identify 3 (or more) criteria which the MAT learner in their class satisfy
- Teachers could use their pupil data captures to also select learners for the register

Use of Data/Standardised Tests

- MAT Learners can be identified through use of external standardised data (CAT, YELLIS, MIDYIS, Reading tests etc)
- Limitations of this method of identification involve: 1) lack of opportunities in standardised testing for creative thinking, 2) pupils with poor reading skills are disadvantaged, 3) poor performance on the day of testing

Self Learner and Peer Learner Identification

- Opportunities must be provided for learners to contribute to the MAT process and a sense of ownership and collaboration is essential
- Often peers know their fellow learners as well as any teacher after sharing their journey through school together and therefore have an important role in identifying talents and ability

Parental Identification

- Involving parents/guardians in the process may reveal talents that exist that may be undetectable to teaching staff
- Engaging parents in the process will develop stronger links between the school and home and help learners get the support they require (see Appendix 2)

Timeline of Identifying MAT Learners

- September 2014 - December 2014
- Teacher Identification : Use of progress grades/Levels, Midyis, Yellis and Allis Scores and teacher judgement.
 - Distribution of parental questionnaire to help identify specific talents.

Teaching and Learning

The teaching and Learning is most effective when the teachers have high expectations, set appropriate targets and provide clear guidance of where to go next. Good relationships between teachers and the Mat learner will impact positively on learning. Teaching and Learning strategies could include where appropriate:

- Extension opportunities (avoiding repetition)
- Child initiated learning activities
- Differentiated teacher questioning
- Targeted use of classroom assistants
- Adopting a problem solving approach
- Adopting a skills based approach
- Awareness of learning styles
- Acknowledging success and achievements through displays and rewards
- Encouraging identified pupils to share their expertise and skills, supporting others where possible
- Accelerated learning
- Independent study
- Awareness of Metacognition

Appendices

Appendix 1

Example of MAT subject specific criteria to be used for identifying of MAT learners

Mathematics More Able and Talented Criteria

Pupils show their special talents in mathematics in a range of ways and at varying points in their development. Pupils who are gifted in mathematics are likely to:

1. have very good problem solving skills. Can apply their knowledge to new or unfamiliar contexts; Are able to think laterally and "out of the box" to solve problems.
2. have a very good grasp of number and are able to use and manipulate number both mentally and with the help of a calculator
3. have very good algebra skills. Are able to manipulate algebraic terms to solve equations and to rearrange formulae.
4. have very good shape and space skills. Are able to use a range of formulae to calculate perimeter, areas and angles in shapes.
5. have very good data handling skills. Are able to calculate statistical measures and probabilities.
6. learn and understand mathematical ideas quickly;
7. work systematically and accurately;
8. make connections between the concepts they have learned;
9. ask questions that show clear understanding of, and curiosity about, mathematics;
10. sustain their concentration throughout longer tasks and persist in seeking solutions;



Dear Parent/Guardian,

At St Clare's School we recognise the importance of ensuring that all learners receive an appropriate and challenging level of education and a feeling of fulfilment and enrichment. As a teaching staff we will endeavour to give our learners the best start in life and provide the opportunity to reach their full potential whilst fostering their entitlement to influence the services that affect them. St Clare's School acknowledge and celebrate the talents of our learners by realising that these talents lie across the school curriculum, in sport, performing/creative arts and outside of the school environment.

We also believe in the importance of forging strong communication with parents/guardians by creating an outlet by which they can contribute to the education and services that their children receive. We would greatly appreciate it if you could spend some time to share your child's achievements and accomplishments so that we can ensure that they are celebrated and recognised in our school community .

Please take the opportunity to complete the following questionnaire and ask your child to return it to their form tutors in the first week back to school in the New Year (week commencing 6th January 2015). It could be a good idea to fill in the questionnaire together with your child and take advantage of it as an opportunity to discuss and recognise the characteristics that make your child the individual that they are.

Thanks in advance,

Mrs. H. Corthine
(MAT Coordinator)

Parental Questionnaire

Name of Child : _____ . Year Group : _____ . Date : _____ .

What does your child do really well?

What single achievement do you think your child is proudest of?

What sort of people does your child most like to be with?

What do your friends most admire in your child?

What does your child most enjoy about school?



What aspect of schoolwork does your child most enjoy?

What does your child most like doing at home?

What seems most important to your child at this time in his or her life?

Is there anything else which might help us identify your child's particular gifts and talents?

Appendix 3 Individual Challenge Plan (ICP) Template

 Individual Challenge Plan (ICP) Code: School Action (SA) Academic Year (2014/15)															
Name :			Year :			Subject :									
Date of Birth :			Start Date :			Target Grade/Level :									
My strengths are..... I need to get better at.....															
My Target				How will I show I have hit my target?		Pupil Comment (How did I get on?)		Teacher Comment		Parent Comment					
Autumn Term															
Spring Term															
Summer Term															
Target	Data 1	Data 2	Data 3	Data 4	End	of	year								
Effort	Level	+/-	Effort	Level	+/-	Effort	Level	+/-	Effort	Level	+/-				