

**MORE ABLE AND TALENTED POLICY**

**ADOPTED: 24.4.18**

**LADYWELL GREEN NURSERY AND INFANT SCHOOL**

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

**Introduction**

At Ladywell Green our vision statement, **Learn, Grow, Succeed** is at the heart of our work. This ensures that achieving the potential of all members of our school community is our constant focus. Each pupil is supported and encouraged to aim for their own agreed targets, both academic and non-academic with a focus on achieving their own potential.

By identifying and working with our more able and talented pupils we aim to ensure that they first of all recognise their own abilities and then work to enrich their experience of school life to ensure that they are given the best possible opportunities to realise this potential. By having these high expectations we strive to raise standards for all pupils in all areas of our work.

**Definition**

The school uses the WG definition of ‘more able and talented’ pupils comprising around 20% of the overall school population, with 2% being very able. These pupils require enriched and extended opportunities across the curriculum in order to develop their abilities in the area/s where they are more able or talented.

The definition ‘more able and talented’ may mean that pupils are capable of excelling in a variety of ways, for example academic subjects, IT skills, music, sports, art, performing arts, practical skills, problem solving, leadership qualities, interpersonal skills or entrepreneurial skills.

These pupils will be placed on our MAT register and their progress monitored on a regular basis. All pupils will be assessed regularly as pupils develop abilities at different rates and pupils may be moved on or off the register as appropriate.

**Aims**

At Ladywell Green we aim to:

* Support all pupils to achieve their potential and value their achievements, striving for excellence and success for all
* Identify MAT pupils as early as possible, but ensuring that pupils whose abilities develop or become apparent later are not missed
* Provide appropriate opportunities for MAT pupils to develop their academic potential
* Provide appropriate opportunities for MAT pupils to develop specific skills and talents
* Liaise with parents and report on additional provision made
* Ensure that all staff understand the particular needs of the pupils in on our MAT register
* Support MAT pupils to develop the confidence and skills to lead their own learning and to challenge themselves

**How are pupils identified?**

The MAT co-ordinator will liaise with all staff to ensure that pupils are identified as soon as possible.

A range of identification criteria are used including:

* Teachers’ professional judgement based on observation and assessment within the curriculum (with reference to progress on Incerts)
* Results of standardised tests (with scores regularly above 115 in a particular area of the curriculum) indicating that the pupil should be considered)
* Results of other tests
* Observation during extra-curricular clubs and activities
* Pupils reports of activities outside school

**Approaches to teaching and learning**

* We aim to give all pupils rich learning experiences within a high quality curriculum, ensuring that work is differentiated (primarily by task) to provide appropriate challenge for all
* Identified pupils are grouped together for targeted sessions to ensure that they can provide challenge to one another, for example for open ended investigative and problem solving work and independent enhanced experiences
* Leadership skills are encouraged, for example when working on PSD tasks or oracy work
* Extra-curricular opportunities may provide opportunities for those who are talented in sport or music to excel
* Pupils and parents will be informed of clubs, organisations and events outside school which may provide further challenge and development opportunities (staff will make introductions to these where parents find this supportive)

**Roles and responsibilities**

The MAT co-ordinator is responsible for:

* Collating and maintaining the MAT register and tracking progress
* Advising on providing a suitably differentiated curriculum to allow all pupils to experience optimum challenge across the range of AoL within our curriculum
* Liaising with parents and reporting on progress
* Ensuring that MAT pupils are involved in their own target setting and take increased responsibility for their own learning as appropriate to their age and aptitude
* Ensuring that policies, schemes of work and resources are matched to the needs of all pupils (including those who are MAT)

The MAT governor is responsible for:

* Contributing to school initiatives, monitoring policy and practice and reporting to the GB