



**Vision Statement:**

At Abertillery Learning Community, we believe that all pupils should have their aspirations raised, their potentials realised and their futures secured. We ensure this is achieved by creating an inclusive learning community that celebrates the uniqueness of all learners. The school will provide stimulating and challenging experiences through a broad and balanced curriculum and offer quality learning opportunities that focus on the particular needs, interests and talents of our children. We are committed to identifying and meeting the needs of all children as early as possible to enable them to achieve their full potential including our More Able and Talented (MAT) pupils.

**Meeting the Challenge:**

**Estyn**

There is no universally-agreed definition of learners who generally would be recognised as more able. In Wales, the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The term 'more able and talented' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity.

**WAG 2008**

'Ability and talent can manifest itself in many ways, e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards of all pupils. Research shows that schools that focus on the needs of more able and talented pupils improve the quality of learning and raise standards of achievement for all pupils.'

## Aims and objectives

Our aims are to:

- Identify our MAT learners and ensure that we recognise and support their abilities and talents;
- Develop a curriculum that extends and enriches the learning experiences of MAT learners which is guided by the New Curriculum for Wales;
- Create a culture which enables MAT children to meet their full potential;
- Promote individualised/personalised approaches to learning which centres around the interests of our MAT learners (learners leading learning);
- Enable MAT learners to be fully involved in how and what they learn;
- Foster effective relationships with all stakeholders including linking with other agencies who may provide further opportunities, support and resources for MAT children.

## Definition of More Able and Talented (MAT)

In Wales, we will use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. In every school there are more able and talented pupils who are more able across the curriculum as well as those who show talent in one or more specific areas.

- **More able:** students who achieve, or have the ability to achieve above the expected level at the end of key stage assessments and higher grades at GCSE. (Outcome 6 at the end of FP, L5 at the end of KS2 and L7 at the end of KS3. The higher grades at GCSE refers to A/A\*).
- **Talented:** students who show ability or a particular talent in one or more specific areas such as music, drama, art or sport. At Abertillery Learning Community, Talented students should have the opportunity to demonstrate and celebrate their talents, whilst at the same time being supported, challenged and extended further in their area of talent.
- More Able and Talented students may meet the criteria for one or more fields and will come from a wide variety of backgrounds

## Abertillery Learning Community MAT identification criteria:

Abertillery Learning Community recognises that successful provision for More Able and Talented learners is dependent on clear identification criteria and effective partnership with all stakeholders.

We ensure the identification process is rigorous, transparent and fair.

The names of learners identified as MAT are recorded in a database which will be reviewed twice annually but can be updated at any time. Pupils remain on the list unless they cease to fit the criteria. The database will track MAT learners from 3-16 for the duration of their enrolment at Abertillery Learning Community.

Identification of MAT learners includes the use of;

- Results of statutory tasks and tests
- Results of whole school assessment procedures
- Teacher identification
- Peer nomination
- Parent nomination
- Links with outside agencies e.g. clubs, teams

Area	More able (Top 20%)
National literacy standardised score	115+
National numeracy standardised score	115+
Spelling	+18 months
Reading	+18 months FP - 1 Outcome above
National curriculum level/FP Outcome (in specified AoLE)	1+ whole level above expected level for that year group, e.g. Level 5 at Y6 Level 7 at Y9
GCSE Grade	Predicted A or A* at end of KS4
Extra-curricular interests (specified)	County / district level sport Participation in performances, events at local and regional level Grade 2+ Music
Personal skills e.g. leadership, debating skills, creative, artistic, etc	Teacher recommendation Parent/peer nomination

\*Yellow statements apply to KS2, KS3 (KS4)

Effective Relationships with all Stakeholders:

Learners

- Abertillery Learning Community aims to provide a stimulating learning environment for all its learners and this includes the more able and talented learner.
- Learners from KS2 upwards will be able to nominate their peers who they feel meet the 'Talented' criteria

Parents/Carers

- Parents and Carers will be made aware of our MAT Policy
- Parents/Carers of learners who are identified as MAT will be made aware of how their child's needs are being met and of relevant opportunities throughout the academic year
- They will be encouraged to take responsibility for supporting their child's learning outside of school.
- Parents will be able to nominate their children who they feel meet the 'Talented' criteria

Class Teachers

- Class Teachers are responsible for identifying MAT learners and updating the MAT register
- Class Teachers will ensure they provide challenging, engaging learning opportunities which meet the needs of the identified MAT learners
- Phase and Faculty leads will be aware of MAT learners within their department and will discuss them with Class Teachers periodically to ensure their needs are being met
- Class Teachers, Phase and Faculty Leads will signpost MAT learners to relevant extra-curricular opportunities and resources. Learners and their families will be supported and encouraged to access these opportunities and resources

### **Teaching and learning**

At Abertillery Learning Community, we aim to develop a curriculum that extends and enriches the learning experiences of MAT learners which is guided by the New Curriculum for Wales;

Teaching and learning strategies could, where appropriate, include:

- Setting and streaming
- Effective differentiation
- Working with older learners for some AoLEs
- Extension opportunities/Acceleration
- Learner initiated opportunities
- Effective questioning and thinking skills techniques including. Bloom's Taxonomy
- Targeted use of support staff
- Adopting a problem-solving approach
- Adopting a skills-based approach
- Awareness of learning styles
- Allocating specific responsibilities to MAT learners
- Visits by experts/Links with outside agencies such as Universities, Colleges, Industry and other schools
- Consultation with the LEA co-ordinator
- Use of MAT learners as mentors
- Acknowledging learners' success through displays, rewards, letters, the school website, presentations.
- Encouraging identified learners to share their expertise and skills, supporting others within and outside the classroom.

### **Responsibilities**

The MAT strategy will ensure:

- MAT learners are identified and the register is kept up to date;
- The needs of our MAT learners are met
- The progress of MAT learners will be monitored and discussed during pupil progress dialogues
- Staff will be provided with support and training with the identification of MAT learners and how to meet their needs

### **Transition**

- Cross-phase transition opportunities will be in place for MAT learners
- Effective communication systems will ensure MAT information is passed on to relevant teachers and phase/faculty leads
- Parents and carers will be informed of transition processes for MAT learners
- Effective assessment recording procedures will ensure teachers and phase/faculty leads are aware of MAT learners' progression and targets during the transition process

### **Monitoring and evaluation**

- This policy will be reviewed throughout the year by the Senior Leadership team.
- The policy will be updated in response to any guidance provided from the LA and Welsh Government.
- Termly Learning reviews with class teachers will enable the MAT list and provision to be updated.
- Parents of MAT pupils will be kept up to date through parent meetings and information on the website or via ParentMail.

