



More Able and Talented Policy

Polisi Mwy Galluog a Thalent

Approved by Policy Committee: 10 July 2024

Date to be reviewed: July 2026

Policy created and reviewed by: Assistant Headteacher for Data & Standards

At Milford Haven School we are concerned with each and every learner. We recognise that every pupil has talents and skills which we aim to identify and nurture. We want to develop the individual needs and skills of all learners and an important extension to this is to recognise the needs of the More Able and Talented (MAT) and to develop strategies to support them.

It is our intention at Milford Haven School to provide the highest quality opportunities for these MAT learners in a supportive and caring environment.

Guidance has been taken from the WAG document:

“Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils”

“All pupils must be allowed to discover their potential through a curriculum of opportunity. All abilities and talents can then be nurtured through an enriched curriculum and extended learning experiences. Making provision to meet the needs of MAT pupils therefore will benefit all pupils”

Aims

- To develop provision for More Able and Talented pupils.
- To develop a curriculum that extends and enriches the learning experiences of this particular group of young people.
- To continue to develop a range of learning and teaching strategies that extend and support children’ development.
- To work effectively in partnership with children and parents/ carers to develop individual learning programmes.

A variety of processes will be followed to identify MAT learners (academic, talented and social). At Milford Haven School we recognise all MAT learners, not just the academic. We understand that identification of MAT pupils needs to be ongoing as different pupil’s progress at different rates. It is not an easy task and this is the reason for using a variety of methods, which include qualitative and quantitative methods.

Identification

The school recognises, in line with WG that, *“the term MAT encompasses approximately 20% of the total school population and is issued to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas.”* Approximately 2% of learners may be described as “exceptionally able”. At Milford Haven School we can use:

- Teacher / LSA recommendation of specific curriculum areas (via a [referral form](#)) and Year 9 Performance Grade adjustments
- Parent / peer / self-recommendation
- Feeder school (Year 6 to Year 7 transition)
- WNT & CAT4 scores
- ClassCharts data, test & assessment results
- Super-curricular activities e.g. Enterprise, UK Maths Challenge, Master classes
- Representative honours or out of school achievements / qualifications (Sport, Music, Drama etc).

Pupils who are identified (by AOLEs) as being MAT will be entered onto SIMs, the school database. This register needs to be updated and reviewed at regular intervals, after data drops and other strategic points during the academic year.

The provision of challenging activities must be at the core of the education we offer to MAT learners. All pupils are provided with a full and balanced school and curriculum experience. We believe that all pupils should have an inclusive experience of formal and informal / enrichment opportunities.

Some key principles in subject planning:

- Differentiation by task / pace;
- Promote SEREN network activities for MAT pupils & parents via ClassCharts, school website and prospectus;
- Opportunities for higher order questioning;
- Ability groups / sets;
- Pupils taught to their Progression Step not age;
- Extension and enrichment activities;
- Extra-curricular provision (lunchtime / after school / educational visits);
- Values learners' own interests and styles;
- MAT pupils Identified on ClassCharts;
- Encourage independence and autonomy;
- Support learners in using their own initiative;
- Encourage learners to be open to new ideas and initiatives presented by others;
- Encourage connections to be made across AOLEs and aspects of the curriculum;
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage;
- Encourage learners to reflect on the processes of their own learning and understand the factors that help them progress;
- Links learning to wider applications;
- Mentoring / Assertive Mentoring;
- Encourage the use of a variety of resources, ideas, methods and tasks.

Roles and Responsibilities

Milford Haven School recognises that successful provision for MAT children is dependent on partnership. Everyone involved has certain rights and responsibilities.

Young People

- The school aims to provide a stimulating learning environment for all its young people, this includes the MAT child;
- MAT children will be asked to set their own rigorous learning targets and will be provided with differentiated work to meet these targets.
- MAT pupils will be expected to engage fully in the SEREN network activities that the school offers.

Parents / Carers

- We want our parents / carers to be aware that we are committed to meeting the needs of ALL;
- We ask parents of MAT pupils to encourage their engagement in SEREN network opportunities as well as all opportunities that MHS provides to stretch and challenge our MAT pupils.

- To attend the SEREN introduction workshop with their young person.

Assistant Headteacher

The AHT will:

- coordinate a register of More Able and Talented pupils;
- monitor and track the progress of children identified;
- Promote SEREN activities to pupils and parents;
- lead staff discussion and raise awareness;
- liaise with class teachers, AOLE MAT leads, Directors and the ALNCo ;
- Host a MAT pupils and parents welcome workshop each academic year to explain the SEREN Academy.
- give advice and guidance on extending opportunities and linking to other agencies.

Directors

- The Director will liaise with the RSL over the early identification of MAT children in their AOLE;
- Each AOLE should nominate a teacher with responsibility for More Able and Talented pupils.

Teachers

- Teachers should discuss the planning for these groups of children with the Co-ordinator / Nominated teacher so as to ensure they meets their needs;
- A variety of teaching strategies should be used to meet the needs of MAT children, focusing on the use of '*First Five*' strategies.
 - 1) Higher Order Questions and extended answers;
 - 2) Differentiated models and success criteria;
 - 3) Differentiated actionable targets and upgrades;
 - 4) Targeted regular checks (RADY, Boys, MAT);
 - 5) Praise and reward good work and good effort.

Governors

- The governing body will be responsible for ensuring that this policy is fully implemented;
- A governor will be given specific responsibility for children who are MAT.
- AHT for Data & Standards to report on MAT learners during Standards and Learning meetings for all year
- RSL to report on SEREN activities undertaken at the same meetings.

Learning and Teaching

Teaching and learning strategies could include where appropriate:

- Implementation of the '*First Five*' strategies;
- Setting;
- Varying groups to suit tasks;
- Extension opportunities;

- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of LSAs;
- Adopting a problem solving approach;
- Higher order questioning;
- Adopting a skills based approach;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Use of More Able and Talented children as tutors and/or mentors;
- Acknowledging pupil's success through displays/rewards/newsletters;
- Encouraging identified pupils to share their expertise and high order skills, supporting others within and outside the classroom.