

PLASMARL PRIMARY SCHOOL

Ysgol Gynradd Plasmarl



Provision for More Able and Talented
Pupils

2023-
2024

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school, we not only teach about pupils' rights but also model rights and respect in all relationships. Our belief in "restorative approaches" ensures that every child is listened to.

Article 29

All children have the right to an education which develops every child's personality, talents and abilities to the full 'to become the best you can be'

The provision for all learners, including More Able and Talented Learners, must reflect this.

Core principles

This policy is underpinned by NACE's core principles in respect of its work with teachers to develop an inclusive and aspirational approach to provision and practice for learners that are more able:

- The education of more able learners is a whole-school endeavour to be embraced by all school leaders.
- Addressing the needs of more able learners will raise achievement for a much wider group of learners in a school.
- Providing for learners that are more able is not about labelling, but about creating a curriculum and learning opportunities which allow all children to flourish.
- Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.
- An ethos of high expectations and aspirations is a central plank for any school providing for more able learners.
- Teachers are central to providing challenging and enriching education, and their professional development is paramount.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

Vision and rationale

We aim to create lifelong learners who will be well prepared for life both academically and socially; who will be resilient and able to face the challenges that lie ahead.

As a School we are firmly committed to equality of educational opportunity for all pupils, this naturally includes empowering our MAT learners to move their learning, in whatever area, forward and fulfill their potential.

We have become increasingly aware that, occasionally, some of our MAT learners are disadvantaged by economic circumstances and, with greater impact, cultural poverty and poverty of aspiration. We aim, through vigilance and appropriate targets in our SDP, to offset the impact of disadvantage on MAT learners.

More able and talented learners should develop themselves as ambitious and capable learners, equipped with skills as lifelong learners. As identified in *Successful Futures* (2015), we believe that children and young people should develop the four core purposes:

- ambitious, capable learners, ready to learn throughout their lives

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- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our vision is to provide all learners with the opportunities and skills to achieve their potential and beyond, to have high ambitions so that children and young people in Wales are high achievers and aspirational learners.

Introduction

Definition of more able and talented learners

In Wales the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe learners who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In school there will be a group of learners who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.

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

Meeting the Challenge – Quality Standards in Education for More Able and Talented Learners May 2008 Guidance Circular No: 006/2008

This guidance subscribes to the definitions of 'more able and talented' set out in A Curriculum of Opportunity: Developing Potential into Performance.

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.

The identification of more able and talented learners is linked to their context, regardless of how these learners compare to more able and talented learners in other schools. Providing an enriched curriculum can improve the quality of learning and raise standards for learners of all abilities and talents, giving them opportunities and encouragement to achieve their full learning potential. ***Supplementary Guidance: More able and talented learners, Estyn, September 2013***

Aims

- To enable every child to fulfil his / her potential.
- Flexible confident learners who can perform even when they are taken out of their comfort zone
- Active learners who take responsibility for their learning and can learn independently

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- Ambitious, capable learners who demonstrate resilience, take risks, seek and enjoy challenge
- Learners who build a body of knowledge, connecting and applying knowledge in different contexts
- Communicate effectively in different situations and formats
- Think creatively to reframe and solve problems
- To identify and support children who may be more able and talented
- To use a range of learning styles, teaching approaches and organisational strategies to meet the needs of more able and talented children.
- To address, and provide for, the pastoral needs of more able and talented children as well as their learning needs.
- To review achievement regularly and support individual children.
- To ensure, through staff training, that the school has the expertise to meet the needs of more able and talented children
- To provide appropriate resources to support more able and talented children
- To develop children's engagement in, and ownership of, their learning to celebrate continued development of the school as a community.
- To involve parents as active participants in their child's learning.

Implementation

A skills based delivery of the curriculum takes into account the preferred learning styles of ALL children, and the inclusive practices of the schools ensure that children who may be more able and talented have appropriate learning experiences and opportunities.

A broad, balanced, relevant and differentiated curriculum is offered to all learners regardless of ability. We are committed to a policy of access, inclusion and equal opportunities and MAT children should be involved in appropriate normal classroom activities.

In considering provisions for pupils who may be more able and talented the class teacher will liaise with the identified person with the responsibility for MAT when planning termly teaching and learning programmes. Short term planning particularly addresses differentiation and is appropriately planned to ensure that all pupils achieve success.

Classrooms are organised to support class, group, paired and individual teaching and learning. A range of teaching strategies e.g. critical skills encourage and enable more able

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and talented children to extend their learning and the inclusive nature of the practices ensure that all children value and respect the additional contribution of more able and talented peers.

Individual ongoing assessments will inform the class teacher of every child's progress, ability and needs. These are particularly important in identifying MAT and a variety of teaching methods can be employed to suit particular needs.

Class profiles are in place which identify our MAT children and particularly those who may be at risk of underachievement due to disadvantage.

Partnership with Parents

In order to fully meet the needs of pupils, it is essential to create a positive working relationship between parents, staff and children. This is particularly true of MAT children, the quality of this relationship and working partnership has a crucial bearing on the child's educational progress and the effectiveness of any school based programme we implement.

Children's progress is diminished if their parents are not seen as partners in the educational process. Our assessments should be based on a sound knowledge of the child. The wishes, feelings and views of the child and his/her parents should be valued and addressed through the provision and active feedback e.g. regular questionnaires and meetings in order to support learners in meeting their targets and developing their skills and talents through enrichment activities.

Supporting learners in managing their emotional and wellbeing needs is vital to empower the learner autonomy and parental support.

Resources

Resources include all the materials, objects and aids which are used to help children learn effectively. A variety of resources are essential to help children to express themselves, enquire, investigate, discover and record so that understanding is achieved.

Resources frequently used within the classroom area should be differentiated to meet the needs of all children, including those of higher and lower abilities and aptitudes or exceptional talents.

Within classroom resource areas, materials suitable for all groups of children should be: available, accessible, organised to facilitate retrieval and matched to the abilities and aptitudes of the pupils.

Time is the most valuable of all resources and is crucial in dealing with MAT children. We endeavour daily to allocate our time appropriately and fairly.

Human resources are also crucial and include:

- Expertise within the school (ALNCo, teachers, support staff etc.) including children themselves

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- Support services from the LA (Advisors, advisory teachers, psychological service etc.), parents and other community members who have a particular skill to offer
- Local secondary schools

Working Arrangements

Responsibility for pupils who may be more able and talented lies with all members of staff within our school. On entry into school, a baseline assessment of each pupil is made by the class teacher. Pupils' progress is carefully monitored using Taith 360. This ensures that a picture is built up of the development of the child as a whole and that each child's progress is carefully monitored. Assessment is used as a diagnostic tool to identify strengths and as well as weaknesses so that extension opportunities can be provided appropriately.

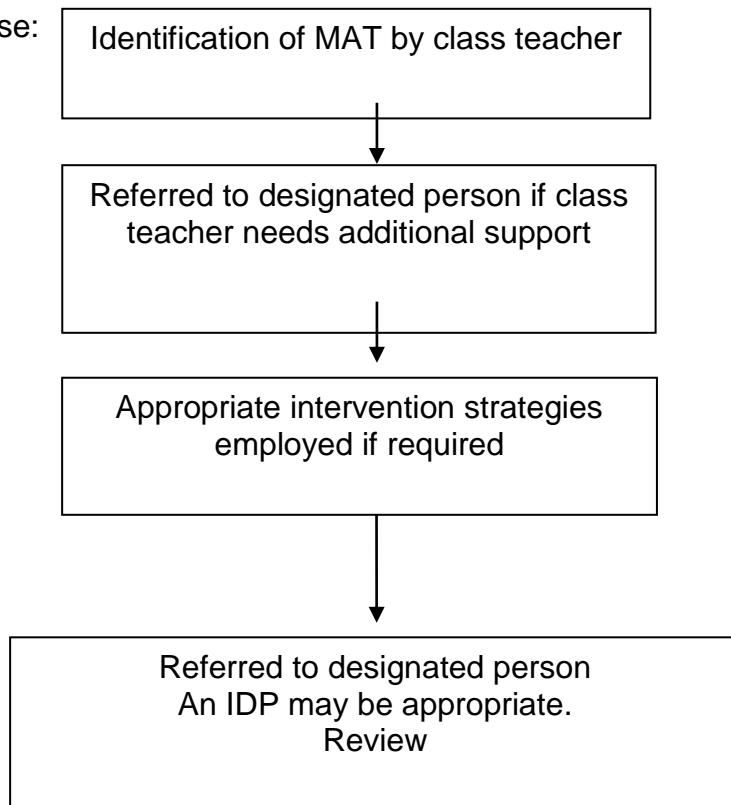
Collecting Evidence

When a class teacher has evidence (through observation, discussion, work produced, sporting or artistic achievement) that a child is more able and / or talented in a subject area, he / she consults with the school's nominated person to ensure that the child is included on the MAT register. Parents may also nominate their child as more able and talented even if no evidence is apparent in school. This is also recorded - as a parental nomination.

The child is catered for within the normal differentiated planning within the class. This will make sure that each child has full access to the whole of the curriculum and their extension provision. If a child has an IDP, it is important that each child's plan doesn't become a separate entity and that the child's learning isn't limited to only what is identified on his/her plan.

A Graduated Response

Graduated Response:



Provision

Wellbeing and mental health is fundamental to learners' ability to thrive. Our skills and values based curriculum is built on learner entitlement where children feel happy and safe so that they can develop the attitudes to learning necessary for a successful future.

All learners are provided with many opportunities across and beyond the curriculum to develop a growth mindset and build resilience skills such as self-challenge, self-reliance, courage, determination, perseverance, collaboration, supporting others and participation as a team.

This may include:

- Access to local, national and global role models.
- First hand experiences to explore and experiment.
- Being enabled to take a lead on what and how they learn.
- Pedagogical approaches which enrich and extend learning.
- Clear learning pathways.
- Effective differentiation and personalised learning.

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- Challenging and open ended questioning
- All Areas of Learning and Experience (AoLEs), achievement outcomes and progression reference points
- Rich and inclusive, broad and balanced
- Cross-curriculum responsibilities of the Digital Competence Framework and literacy and numeracy
- Enabling the Welsh language to thrive confidently in different contexts

Roles and Responsibilities

The Role of the Class Teacher

It is important that all staff take up their duty with regard to the provision for MAT pupils.

The teacher should:

- Take overall responsibility for the child's educational programme at class level and inform the nominated person. If the child requires an IDP the parent will be informed
- Collect information from relevant sources.
- Assist in the identification of MAT learners.
- Ensure that the planning of activities is differentiated, challenging and stimulating
- Ensure that appropriate enrichment and extension material is available to challenge MAT learners across the curriculum
- Engage in PL in order to provide appropriate challenge and support for identified learners
- Monitor the child's progress, keeping up to date records
- Create an IDP if required

Learners

- Should be involved in setting ambitious and challenging targets.
- Take ownership and responsibility for their learning.

The Role of the ALN Co-ordinator

The ALNCO is responsible for:

- The day to day operation of our policy
- Advising class teachers, parents and governing body members
- Taking the lead in managing provision for pupils in school action and school action Plus
- Updating and overseeing the records on all pupils with MAT
- Liaising with external agencies including the educational psychology service and the learning support service if required

The Role of the Headteacher and Governing Body.

The Headteacher and Governing Body must:

- Do their best to secure that the necessary provision is made for any pupil who has been identified as more able and talented.

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- Ensure that resources are available to meet the needs of MAT learners
- Secure that teachers in the school are aware of the importance of identifying and providing for, those pupils who are MAT
- Ensure that the pupil joins in all the activities of the school so far as is reasonably practical and possible with resources available
- Create and regularly review the policy for MAT learners
- In consultation with the Challenge Advisor, provide effective challenge and support for school leaders
- Access appropriate training in relation to challenging standards and provision for MAT learners
- Good communication with other leaders e.g. ALNCo, is essential in ensuring that the needs of these learners are fully met and that progress is reviewed regularly
- School leaders should regularly challenge all staff in meeting the needs of all MAT learners and ensure high standards
- Effective transition links which ensure appropriate challenge and progression for MAT learners
- Ensure that monitoring activities specifically identify standards and provision for MAT learners and that this feeds into the school's self-evaluation
- Ensure opportunities for effective staff CPD and create opportunities for professional learning communities within and outside of the school to share best practice
- Ensure that there is effective communication with parents, governors and outside agencies in how they can contribute
- Ensure that effective systems are in place to meet the wellbeing needs of MAT learners

Assessment and Evaluation

All staff should keep records of pupils who are more able and talented and of the steps taken to meet their needs. Records at each stage will inform the teacher's planning for the next step in learning.

Our school has an effective system for recording individual pupil's progress.

These records provide teachers, parents and pupils with access to ongoing teacher assessment records, individual samples of work and reports. These records will also form the evidence base for identifying more able and talented children (if within a subject area). If the child requires an IDP they will become part of those pupils' records. The class teacher will be responsible for monitoring children's progress and pupil progress meetings will be held.

Meetings will be held with the nominated person to discuss effectiveness of individual provision.

The nominated person will lead whole-staff meetings to discuss and evaluate classroom and whole school provision for more able and talented children.

Comments from staff, pupils and parents will be noted and fed into future planning.

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Assessment and tracking

Early identification of the range of MAT learners is essential in raising the quality of provision. A holistic approach, using a combination of methods, is viewed as the most effective approach in schools' provision.

It is essential that MAT learners experience a smooth transition (within and between settings) focused on a greater breadth and depth of learning activities with clear progression. Transition points should provide opportunities for information sharing of developmental milestones with a focus on high expectations. Schools should communicate a wider profile of learners so their ability and talents are clearly understood by all to ensure the most effective provision and progress.

Transition offers the opportunity for schools to work together to enhance provision for MAT learners.

When a class teacher feels that a child is not making progress he/she will consult with the nominated person and appropriate support, provision and intervention will be given if required.

As a school, we will ensure continuity and progression of MAT provision between each year group, phase, key stage and transition through the transferring of data and individual documentation on each pupil as well as verbal communication.

**This policy has been reviewed by the governing body in Autumn Term 2023
To be reviewed – Autumn Term 2024.**

Responsibility / Role	Name	Signature
Chair of Governors	Colin Goulding	<i>Colin Goulding</i>

Headteacher	Lucy Saunders	<i>Lucy Saunders</i>
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