

# Ysgol Gynradd Hywel Dda Primary



## More Able and Talented Learners Policy

*As a Rights Respecting School, we promote the values and principles of the UNCRC. This policy promotes and enables children to access:*

*Article 29: Your right to become the best that you can be*

# November 2021

## Introduction

At Hywel Dda Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially and spiritually.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

This policy guides the way in which this happens for our more able and talented children.

Cardiff LAs Vision for Inclusion states;

“School leaders should establish a clear vision which:

- set out its aspirations for, and commitment to, raising the achievement of all learners
- ensures that the school’s ethos, culture and climate support the conditions for increasing educational inclusion
- ensures that these aims and principles are compatible with all other aspects of the school’s policy and practice.”

This policy seeks to promote this vision for inclusion for all learners and in particular More Able and Talented Learners.

## Definition

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. More able learners, given extended opportunities, will not only discover but also develop their talents. The term ‘more able and talented’ encompasses learners who are more able across the curriculum as well as those who show talent in one or more specific areas. The identification of more able and talented learners is linked to context and in every school there will be a group of learners who require extended educational opportunities, regardless of how they compare to more able and talented learners in other schools.

The terminology our school uses to define our higher achieving learners is:

‘More Able and ‘Talented’

- More able learners and Talented are those identified as being above the core of the class in any area (including the curriculum areas plus leadership creative etc.) These are the 20% or 6 learners in every class of 30 (approximate as each cohort will differ). These learners may be good in one or more areas
- We will strive to identify those more able and talented learners who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.
- It is important to note that some learners have “Dual Exceptionality” and may appear on more than one school list. For example, a child could be included in the Additional Learning Needs (ALN) register and still be described as more able or talented. At Hywel Dda Primary we recognise this dual exceptionality and aim to provide for the needs of individual learners accordingly.

## **Objectives**

Through this policy we strive to:

- Ensure that we recognise and support the needs of our More Able and Talented children
- Enable More Able and Talented children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them.
- Encourage children to think and work independently
- Use appropriate assessment of children's abilities and needs
- Link with other agencies that may help the development of identified Children.

## **Identification of More Able and Talented pupils**

Identification of more able and talented learners should include use of;

- Results of statutory tasks & tests
- Results of Whole School assessment procedures
- Checklists
- Teacher Identification
- Discussion with colleagues
- Self / Peer Identification
- Links with parents

The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include learners who arrive after Reception and are late developers. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

Our aim is to build a comprehensive picture of each child's ability. When a More Able and Talented pupil is identified through teacher assessment and professional judgement, further assessment will be carried out through:

The names of learners identified as More Able and Talented are recorded on our More Able and Talented list so that their progress can be specifically tracked. Learners may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve.

Once identified learners will remain on the list unless they cease to meet the criteria for nomination. When they will be transferred to a shadow list, we never delete completely any pupil as they may be experiencing a period of consolidation or plateau. The list is updated and reviewed by staff twice a year.

## **Teaching and learning style**

Teachers in our school plan carefully to meet the learning needs of more able and talented learners. Learners are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning.

## **Classroom strategies**

- Helping children to establish what they already know, and what/how they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised learning approaches
- Allowing different starting points

- Setting open-ended tasks
- Asking open-ended questions
- Encouraging imaginative and creative work
- Allowing time to tackle extended tasks or individual interests
- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work
- Encouraging learners to explain how they have learned something.
- Providing enrichment and extension activities
- Using in-class support to provide additional learning opportunities for More able and Talented pupils
- Valuing and rewarding quality
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in Class.

The school also offers a range of extra - curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and talented learner.

### **Coordination of school provision (Roles and responsibilities)**

The MAT co-ordinator is Alison Harvey, and has overall responsibility, alongside the Senior Leadership Team and class teachers for coordinating the identification; record keeping; policy development; curriculum development; learning and teaching; home/school partnerships; whole-school provision; his/her own continued professional development and liaising with regard to these areas with the governor who has responsibility for MAT.

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the 'M.A.T. Coordinator', who informs the Head teacher/Senior Leadership Team.

The 'M.A.T. Coordinator' and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented learners. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the 'MAT Coordinator' or Head teacher to discuss the issue further.

### **Transfer and Transition**

Transition within school between Early Years and Foundation Phase; Foundation Phase and Key Stage 2 and between classes relies on effective communication systems. Teaching and support staff have transition meetings to pass on relevant information relating to; the levels of achievement and potential of More Able and Talented learners they are going to teach; work already covered; work that needs to be planned for; preferred learning styles; commonly rejected learning styles; individuals particular strengths and weaknesses; displays of resourcefulness and initiative and targets for further development.

At Hywel Dda Primary School we have worked with a number of high schools and have a well-developed transition plan for learners moving from Key Stage 2 to Key Stage 3.

**Monitoring and review of the policy**

This policy will be monitored throughout the year by the 'MAT Coordinator', through discussions with staff, learners. The policy will be reviewed annually by the 'MAT Coordinator,' head teacher and the named member of the governing body responsible for MAT, and will be updated in response to any guidance provided by the L.A. and Welsh Government. The list will be reviewed each term by class teachers with the MAT coordinator.

Date: November 2021

Chair of Governors: Mrs T Sullivan-Godfrey

Headteacher: Mrs S Voyce