



St. Illtyd's High School

More Able & Talented Policy

December 2021

“Everyone here has the sense that right now is one of those moments when we are influencing the future” (Steve Jobs)

At St. Illtyd's Catholic High School, we believe that all pupils should be stretched in order that they fulfil their potential. Challenge, engagement and progress are the three underpinning values of all lessons and all staff work towards developing our pupils as independent learners with clear aspirations for their future and a growth mindset that will enable them to achieve their goals.

The aim of this policy is to:

- ensure the more able pupils in the school are stretched and challenged
- raise attainment and aspirations across the school
- develop a curriculum that caters for and enriches the more able pupil
- extends opportunities outside of the classroom to create an ethos of aspiration to all pupils
- ensures all pupils' talents are identified and nurtured, in keeping with the Catholic ethos of the school

More Able and Talented

The Welsh Government document '*Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils in Wales*' states that the term more able and talented "encompasses approximately 20% of the total school population, and is used to describe

pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas.”

More Able and Talented pupils are those who are working considerably above their peers across the school, who are identified through both formative and summative data as requiring differentiated tasks and more challenging learning opportunities. They are pupils who demonstrate an exceptional skill in a specific area, such as a creative or sporting talent.

Identification

Through regular data analysis, each More able and Talented Co-Ordinator identifies pupils within the year group who are achieving the top levels/ grades across a range of subjects. These pupils are then included in the ‘horizons’ group and the Head of Year, along with the MAT co-ordinator plan tasks specifically aimed at increasing challenge and aspiration amongst their horizons pupils.

In addition to this, each department is asked to set criteria which helps them to identify pupils who are more able or talented in their individual subject. These criteria can be found in the MAT folder of the St. Illtyd’s Staff OneDrive.

When pupils have been identified, the MAT coordinator promotes these names and makes this register of pupils accessible to all staff. Subject leaders are asked to regularly refer to this register and inform the MAT coordinator of any changes that need to be made to ensure that these pupils are catered for both in and out of lessons.

The MAT coordinator will also share this list with the Seren Foundation Network to ensure that all MAT pupils have access to events and activities being offered by the organisation.

Learning and Teaching

Learning and Teaching strategies could include where appropriate:

- extension opportunities – e.g. individual long term research avoiding repetition
- child initiated learning opportunities
- differentiated teacher questioning (HOT questions, re-questioning answers)
- targeted use of peer tutoring and peer teaching
- adopting a problem-solving approach
- adopting a skills-based approach
- encouraging pupils to debate and think from different points of view
- encouraging identified pupils to share their expertise and skills, supporting others whenever possible.

Date adopted by governing body:

In short, we aim to create a learning culture which encourages and nurtures the qualities expressed in the departmental identification sheets.

Schemes of Work should also consider the need for teachers to plan individual tasks which considers the needs of MAT pupils and suggested activities should be built into these lessons.

(see appendix 1 and 2)

Top achieving pupils

The MAT coordinator in conjunction with the Head of Year, is responsible for using data to identify pupils in KS4 who have the potential to achieve A* and A grades across a range of subjects.

Upon identifying these pupils, the MAT coordinator leader will meet with each of these pupils in order to discuss their current and expected progress. They will design a profile of their own goals, likes and dislikes and strategies to help them to develop. When this is completed, the MAT coordinator will promote these pupils to all staff and place their profiles in the MAT folder on the St Illtyds OneDrive so that everyone is aware and working towards a common goal in raising their attainment further and in ensuring that they are secure in achieving the A*/A grade in as many subject areas as possible.

In addition, subject leaders discuss the support and progress of these targeted pupils through their line management and through meetings with the school's raising standards leader.

Furthermore, the MAT coordinator leader will arrange a suitable mentor for each of these pupils, meeting with them on a regular basis to discuss their progress and involving them in any extra-curricular activities aimed at developing more able pupils.

Seren Foundation

The MAT coordinator is responsible for leasing with the regional branch of Seren Foundation Network and ensuring that activities and workshops organised by the Network are promoted among students within the school. This includes working collaboratively with other schools within the network to provide and deliver enrichment opportunities and access to support materials.

As part of the foundation programme, it is intended that students are able to develop the independent skills necessary to demonstrate academic ability at the level expected by the top universities.

Date adopted by governing body:

Roles and responsibilities

MAT Coordinator

- Assemble and maintain the register of more able and talented pupils, in accordance with whole school tracking and departmental identification.
- Lead staff discussion and raise awareness through INSET provision and the sharing of best practice.
- Liaise with subject leaders and heads of year.
- Audit MAT provision, including details of extension / enrichment activities within and outside the curriculum in each department.
- Identify, publicise and mentor pupils targeted to achieve A*/A grades in KS4.
- Support school leaders in maintaining and advancing the A*/A performance indicator.
- Organise, promote and run the annual Mensa tests.
- Attend Seren Foundation network meetings and promote within the school
- Identify pupils who are suitable for inclusion of the Seren Foundation.
- Participate in appropriate professional development opportunities that enhances the delivery of MAT strategies across the school
- Extend opportunities for pupils by linking with other schools and agencies.
- Maintain all policy documents and develop provision across the school.

Heads of year

- Identify pupils who are suitable to be included on the MAT register
- Track progress of MAT pupils and administer interventions
- Provide pupils with opportunities to raise aspirations within more able pupils

Staff

- Identify pupils within their teaching groups on the more able and talented register.
- Use a range of teaching strategies that can be used to meet the needs of more able and talented pupils.
- Ensure schemes of work have opportunities to stretch the more able and that they suggest activities to enable this.
- Promote extra-curricular activities aimed at supporting more able pupils.
- Be aware of pupils identified as MAT within their subject area support these pupils as necessary
- Be aware of pupils targeted for A*/A grades at KS4 and support these pupils as necessary.

Pupils

- Set high expectations for themselves and monitor their own progress through tracking.

Date adopted by governing body:

- Engage in dialogue with teachers to enrich their experiences of those subjects.
- Participate in opportunities organised by the school and identify opportunities for the future.
- Develop a growth mindset so that they are clear that intelligence can be developed and that effort leads to success.

Monitoring and Evaluation

This policy will be reviewed annually by the Senior Leadership team and Governors.

Date adopted by governing body:

Appendix 1- Suggested classroom activities

Questioning:

Pre-planning higher order questions using the questioning grid in the T&L blog

Pose, pause pounce bounce- re-questioning pupils to further probe understanding

Use questioning dice in Teacher's Toolkit. MAT pupils have to come up with 3 questions relating to the lesson using the dice.

Experts in the classroom/ peer tutoring: Use pupils as a support teacher, circulating and challenging pupils (NOT giving the answers!)

Thunks: This is an opportunity for imaginative work either verbally or in written form. What if ... all the oceans dried up? There was no such thing as gravity? Parents could choose the characteristics of their children?

Limit the time available for tasks: A straightforward task becomes more challenging with a time limit. Pupils will have to make decisions on what is possible rather than what is desirable and subsequently resolve a series of compromises.

No Correct Answer: requires pupils to make selections and JUSTIFY (the key point) their choice. Such tasks require students to use their critical thinking skills as well as to make use of a wide variety of information.

Decision-making: An example is to ask pupils what should be left in and what should be left out, therefore providing a constraint and forcing them to prioritise, select and discard (EVALUATE - which is a higher order thinking skill!)

Let Pupils do Their Own Planning- Teacher shares the basic planning with the group and elicits suggestions for possible alternatives. If we are feeling brave, we can ask our students to give us feedback on how our lessons can be improved!

Include Technical Language: use linguistic terminology early on in a scheme / lesson in order to provide the students with the language they need to analyse their work and that of others. They are also enabled to be more rigorous in explaining their ideas and thinking processes.

Philosophy: using philosophy encourages children to think critically. It helps students to: be reflective about their own and other people's judgements; improve reasoning; strengthen personal judgements and explore subtleties.

Abstract Material: this is a source of real challenge e.g. proverbs and allegories, stimulating images.

Date adopted by governing body:

Confusing the Order: confusing the order in which the reader can use the information increases difficulty. So does making the pupil withhold information for later use.

Debating: an opportunity for pupils to challenge each other and be encouraged to justify their opinion. I have had success with giving pupils an opinion they don't necessarily agree with, and encouraging them to think from a different perspective.

Appendix 2 – Identification sheet- qualities of a MAT pupil

MAT Checklist

Department: _____ **Year**
group: _____

Please write the name of the pupil in the column, and then tick the characteristics you have seen them demonstrate.

Think quickly and accurately;					
Work systematically;					

Date adopted by governing body:

Generate creative working solutions;					
Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;					
Communicate their thoughts and ideas well					
Be determined, diligent and interested in uncovering patterns;					
Achieve, or show potential, in a wide range of contexts					
Be particularly creative					
Show great sensitivity or empathy, and make sound judgements					
Demonstrate particular physical dexterity or skill;					
Be outstanding leaders or team members					
Be fascinated by, or passionate about, a particular subject or aspect of the curriculum					

Date adopted by governing body: