



## **St. Illtyd's High School**

### **More Able and Talented Policy**

**March 2025**

Role	Name(s)
Head of Centre	David B Thomas
SLT Lead	Maree John
Date adopted by Governing Body	3 <sup>rd</sup> April 2025
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***“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 three of the 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 department identifies pupils within the year group who are achieving the top levels/ grades in their subject. These pupils are then included in the MAT group and the Head of Department, along with their teachers, plan tasks specifically aimed at increasing challenge and aspiration amongst their MAT pupils.

Date adopted by governing body:

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 Head of department promotes these names and makes this register of pupils accessible to all staff. Heads of department are asked to regularly refer to this register and update any changes that need to be made to ensure that these pupils are catered for both in and out of lessons.

A member of the extended Leadership Team will work to co-ordinate the whole school list of MAT pupils and provide further opportunities in collaboration with the Seren Foundation Network, universities and industry to ensure that all MAT pupils have access to events and activities beyond their normal school timetable.

## **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.

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**

A member of the extended Leadership Team, 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.

Date adopted by governing body:

Upon identifying these pupils, they will meet with these pupils to design a profile of their own goals, likes and dislikes and strategies to help them to develop. When this is completed, these profiles will be promoted and placed into 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, Heads of department discuss the support and progress of these targeted pupils through their line management and through meetings with the school's raising standards leader.

## **Seren Foundation**

A member of the extended Leadership Team is responsible for liaising with the regional branch of Seren Foundation Network and ensuring that activities and workshops organised by the Network are promoted among pupils 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 pupils are able to develop the independent skills necessary to demonstrate academic ability at the level expected by the top universities.

## **Roles and responsibilities**

### **Member of extended Leadership Team:**

- 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 Heads of department and subject teachers
- Identify, publicise and arrange mentoring of pupils targeted to achieve A\*/A grades in their GCSEs
- Support school leaders in maintaining and advancing the A\*/A performance indicator.
- Inform themselves about the work of the Seren Foundation and identify pupils who are suitable for inclusion in their work
- 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 Department**

Date adopted by governing body:

- Identify pupils who are suitable to be included on the MAT register, using the criteria designed within their department
- Track progress of MAT pupils and administer interventions
- Provide pupils with opportunities to raise aspirations
- Audit MAT provision within their department, including details of extension / enrichment activities within and outside the curriculum in each department.

### **Teaching Staff**

- Identify pupils within their teaching groups to add to 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
- 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?

Date adopted by governing body:

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 pupils 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 pupils 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 pupils 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 pupils 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.

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;					
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;					

Date adopted by governing body:



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: