



## WELSHPOOL HIGH SCHOOL

### MORE ABLE & TALENTED POLICY – (Non-Statutory)

**DATE REVIEWED;      January 2020**

**DATE FOR REVIEW;    January 2022**

A handwritten signature in black ink, appearing to be 'P. Adams', written over a horizontal line.

**SIGNED** \_\_\_\_\_ **Date** 10/02/2020  
**Chair of Governing Body**

A handwritten signature in black ink, appearing to be 'J. Tomlinson', written over a horizontal line.

**SIGNED** \_\_\_\_\_ **Date** 10/02/2020  
**Headteacher**

---



---

# Policy for the More Able and Talented Pupils

## Aims and Objectives

Welshpool High School's More Able and Talented (MAT) Education Policy is based upon the belief that every child matters.

We are committed at Welshpool High School to promoting academic and creative achievement.

We believe that pupils who are recognised as having particular abilities and/or talents should be given the opportunities and appropriate support to reach their full potential and to excel.

An inclusive rather than exclusive approach is taken towards More Able and Talented education, as effective provision for the most able is recognised as a way of enhancing learning and teaching for all pupils of all abilities within the classroom.

Welshpool High School is committed to ensuring that more able and talented pupils are recognised, supported, inspired and challenged to ensure they do not underachieve and that they maximise their potential. The school celebrates achievements and rewards success.

We need to provide a consistent approach and to be aware that the More Able and Talented have as much need for differentiated work as any other pupil.

The More Able and Talented Policy provides guidance as to how we will meet the needs of our most able pupils and be able to:

- Identify More Able and Talented pupils at Welshpool High School.
- Provide entitlement to an appropriate curriculum for the more able and talented pupils and to offer support to fulfil their potential
- To provide opportunities to work at a higher level
- To provide opportunities to develop specific skills and talents
- To ensure curriculum challenge
- To provide out of class and enrichment activities where possible
- To facilitate pupils in accessing external opportunities
- To provide support for the pupil, both intellectually and socially

## **Identification**

The school will maintain a register of MAT pupils. Inclusion of pupils on the register can involve the following agreed identification criteria:

- Objective test data (CATs, National L/N Tests)
- Ongoing department monitoring or nomination
- Socio-economic factors which may act against MAT pupils achieving their potential
- Liaison with external agencies, including primary schools during KS2 to KS3 transition

Inclusion in the cohort is not permanent. If it is perceived by any of the concerned parties that inclusion is no longer beneficial, pupils may be moved out either temporarily or permanently.

Bright pupils, who are able, but underachieving or disaffected, need to be identified by departments and targeted. Behavioural problems will never be a reason for non-inclusion on the register.

A small number of pupils will be recognised within departments according to their criteria as being exceptionally able and talented. These pupils will have mentoring sessions with relevant mentors and will be provided with additional, challenging opportunities.

## **Roles and Responsibilities**

The Senior Management Team will:

- Encourage the improvement of More Able and Talented through staff training and development.

- Support and encourage the extra provision for More Able and Talented pupils outside the classroom.
- Encourage MAT pupils to make the most of opportunities
- Maintain the register of More Able and Talented pupils.
- Work with departments and Heads of Year to ensure that the learning needs and attainment targets of the More Able and Talented pupils are catered for.
- Monitor that curriculum enrichment activities are offered within departments.

Heads of Departments will:

- Help identify more able pupils in particular areas.
- Monitor the progress and provision of pupils registered as more able in their subject areas.
- Encourage MAT pupils to make the most of opportunities
- Discuss new ideas, share materials, develop teaching strategies and extension activities.

Heads of Year will:

- Monitor the achievement/attainment of more able pupils, in conjunction with tutors, to check that they are on target in all identified areas of curriculum.
- Encourage MAT pupils to make the most of opportunities
- Liaise with parents, in conjunction with tutors, over any concerns about underachievement.

Class Teachers will:

- Encourage MAT pupils to make the most of opportunities
- Set appropriately challenging tasks and learning opportunities within lessons.
- Differentiate appropriately and take into consideration pupils' differing learning styles.
- Incorporate opportunities within their subject discipline to make use of new technologies
- Advise pupils of opportunities within their departments of challenge outside the classroom

Governors will:

- Designate a link governor with responsibility for MAT
- The MAT link governor will monitor the school's provision and ensure needs are being met, reporting back to the governing body as appropriate.
- Provide support for adequate budget provision.
- Support teachers/departments as needed in attempts to provide for additional needs of More Able and Talented Pupils.

## **Monitoring and Evaluation**

- Monitoring data is available for the More Able and Talented pupils. They will also be monitored for progression through the school mentoring system, exam and test data.
- Any general concerns can be addressed through the mentoring system.
- Summary of enrichment activities.

Review Systems will take place:

- During mentoring interviews, pupils will review their targets
- Data will be reviewed
- Departments will review and amend according to their policies

## **Provision for More Able and Talented**

It is the responsibility of all teachers to ensure that More Able and Talented pupils are appropriately challenged and stretched within the classroom throughout their education at Welshpool High School. In addition to classroom provision, the school encourages More Able and Talented pupils to become involved in extra-curricular educational events and programmes whenever possible.

### **Provision within the Curriculum**

Lesson planning should aim to ensure that learning takes place for all pupils including the most able:

- Higher order questioning should be included to stretch and challenge the more able pupils.
- Homework tasks should allow for differentiation where appropriate in order to provide suitable challenging tasks for more able pupils.
- Enrichment/Extension.
- Grouping by ability.
- Differentiation.
- Challenge within subject areas.
- Independent learning opportunities.

### **Extra-Curricular and Enrichment Activities**

- Working with older pupils/peer mentoring.
- Out of School Hours/Study Support (including lunchtime clubs, homework clubs, after school clubs).
- Enrichment days/visits/outings/residential.
- Musical, sporting opportunities; other extra-curricular activities.
- Tutor Mentoring.

- Facilitating external opportunities.
- Careers interviews.
- Seren mentoring.
- Revision and exam preparation support.