

GEORGE STREET PRIMARY AND NURSERY SCHOOL

More Able And Talented Policy



Together We Live, Learn and Value

Date: January 2018

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NURSERY SCHOOL**

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POLICY FOR More Able and Talented

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Revised: Ionawr/January 2018

Policy relating to More Able and Talented Children

Introduction

George Street Primary aims to provide a stimulating and 'stretching' environment for individuals at all levels of abilities to ensure they achieve their potential. Thus catering for our 'more able and talented' (MAT) children. The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as (MAT) according to NACE guidelines in one or more areas of learning. Furthermore, we acknowledge that provision for MAT is the responsibility of all members of staff. We maintain that by raising the achievement of the more able we may raise the achievement of all children within the school.

Aims and objectives

The first aim of this policy is to ensure a consistent approach to the identification and support of the MAT child. Secondly, we aim to ensure that all children develop their full potential through education suited to their needs, including the provision of work that meets a higher cognitive level and opportunities to develop specific skills and talents. This may entail forging new links with other agencies that may help in the development of identified children. To achieve these aims, we have elaborated below the following strategy objectives:

- A shared definition of the terms 'more able and talented'
- Early identification of the MAT pupil (including input from the children, parents/ carers and teachers)
- Provide a range of appropriate strategies to meeting pupils' needs across the curriculum - particularly with regard to literacy and numeracy
- Provide opportunities to challenge MAT learners through extra-curriculum activities
- Raise staff awareness of the range of available strategies
- Work in partnership with parents/carers to enhance learning opportunities
- Making use of the wider community to enhance learning opportunities

Definition of 'more able and talented'

A percentage of the children in our school are considered to be more able and/or talented. In accordance with NACE guidelines, 'more able and talented' refers to a pupil whose performance exceeds that of his/her peers in relation to national expectations and their age group in school but who does not necessarily perform at a high level across all areas of learning. MAT therefore describes pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas.

- 'Ability' has been defined as recognising the academic, practical, creative, musical, physical, sporting and social performance of a person.
- A 'more able' pupil is one who has the capacity for or demonstrates significantly higher levels of performance in one or more of these areas than most children in the year group.
- A talented pupil / most able pupil is one who has a specific ability in an academic or non-academic area which stands out above all other peers in their year group.

More able and talented children can also be good all-rounders or high achievers in one area, high ability but with low motivation, good verbal ability but with poor writing skills, very able but with a short attention span or poor social skills and perhaps keen to disguise their abilities.

We believe provision is generally most effective through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical

education and sport, music and performance, we may need to work with external partners to meet their needs.

Identification of More Able and Talented children

We use a range of on-going strategies to identify more able and talented children. Firstly, children undergo Baseline Assessment within the first half-term of joining our reception class. This provides information about their developing skills and aptitudes across several areas of learning. As the children progress through the school, we assess them regularly to ensure that they are making anticipated progress in their personal targets. Teachers also regularly assess progress in core and foundation subjects of the Foundation Phase Outcomes and National Curriculum. Teachers monitor and track progression of cohorts and identify individuals who are performing above national expectations for their age. In year 2 - year 6, teachers' assessments will be collaborated with All Wales Tests results for those achieving a standardised score of **115+** for More Able pupils and **125+** for Talented (Most Able) pupils.

In addition, the identification of MAT pupils may be aided by parent and self-nomination. The opinions of parents are highly valued and will be taken into consideration in conjunction with teacher assessment. Similarly, it is part of our inclusive philosophy to listen to the views of children about themselves. Finally, we may identify MAT children by providing challenging learning opportunities across the whole school.

The Process -The MAT records will be informed by pupil and parent questionnaires, by teacher assessments and pupils results in the All Wales Tests:

1. Pupils will complete questionnaires to identify skills and talents (Appendix 1 Foundation Phase & Appendix 2 KS2)
2. Parents will complete a questionnaire requesting information on their child's skills or talents (Appendix 3)
3. Teachers will use academic attainment levels in conjunction with pupil and parent questionnaires to identify MAT pupils on MAT Register tab of each Year Group Profile (see Year Group Profile)
4. Children achieving a standardised score of 115+ will be considered to be identified as More Able, and 125+ as talented

Support for MAT pupils:

Teachers accurately plan to meet the learning needs of all our children using INCERT skills where possible to identify next steps in learning as well as for assessment. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning:

- Differentiated learning activities;
- Challenging and encouraging pupils, particularly in literacy and numeracy, through providing opportunities to learn and apply higher levels of literacy, numeracy and DCF skills (as identified in the NFL and DCF).
- That recognise the need to meet the range of learning styles of all pupils
- Provide opportunities to promote independent learning
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An activity that allows a greater depth of understanding and higher level of attainment;

- The opportunity for children to progress through their work at their own rate of learning;
- Children are familiarised with a variety of metacognition skills tools as they move through the school;
- The extra-curricular activities offer additional provision to the school's curriculum

The class teacher's role is to:

- Provide flexible, challenging provision to provide opportunities for MAT pupils to further develop literacy and numeracy skills, in addition to skills in other areas skills
- Differentiate planning
- Use information on the questionnaires to complete the MAT profiles
- To identify MAT pupils using teacher assessments and add names to Year Group Profile
- Track progress of MAT pupils to ensure and support progress in achieving targets

MAT Co-ordinator's role

The MAT Co-ordinator will oversee the MAT practice and additional provision within the school. MAT Co-ordinator will seek opportunities to deliver specific and additional provision:

- Maintaining a record of MAT pupils
- To ensure that MAT are catered for by using information from MAT Profile
- Monitoring progress through termly discussions with teachers through specific skills
- Supporting staff in the identification of MAT pupils
- Providing advice and support to staff on teaching and learning strategies
- Monitoring teacher's planning to ensure provisions are made to challenge children's talents
- Monitoring teacher's planning to ensure provisions are made to challenge more able pupils, particularly with regard to literacy and numeracy skills identified in NLF. and skills identified in 'Inserts'
- Liaising with stakeholders: cluster schools, other schools, LA schools and specialist providers
- Providing extra-curricular opportunities to challenge MAT pupils

Literacy and Numeracy Frame and Digital Competency Framework

- At George Street Primary School we fully endorse and have integrated the NLF and DCF into all our short (WALT tables) and medium term (matrix) planning.
- The LNF and DCF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Nursery to Year 6 in each of the elements and aspects. The LNF and DCF is designed to be inclusive of all learners, including those with additional learning needs (ALN) and those who are MAT. The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands. Within literacy the strands are:
 - oracy across the curriculum
 - reading across the curriculum
 - writing across the curriculum.

Within **numeracy** the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

Within **DCF** the strands are:

- citizenship
- interacting and collaborating
- producing
- data and computational thinking

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy, numeracy and digital competency skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy, numeracy and digital skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy, literacy and digital skills in ways that are appropriate to each context.

Monitoring and review

Head teacher, co-ordinator and all teaching staff will review this Policy periodically and any necessary amendments made.

**Children's Questionnaire
Foundation Phase**

Appendix 1

Name: _____

Class: _____

We want to find out about your skills and interests. Choose one activity from each section to show what you most enjoy.

Things I like doing – using words	Things I like doing – maths activities	Things I like doing – using pictures and shapes.
<input type="checkbox"/> Writing stories	<input type="checkbox"/> Counting	<input type="checkbox"/> Doing puzzles
<input type="checkbox"/> Writing poems	<input type="checkbox"/> Doing mental maths	<input type="checkbox"/> Making sculptures
<input type="checkbox"/> Talking	<input type="checkbox"/> Number patterns	<input type="checkbox"/> Decorating my room
<input type="checkbox"/> Playing and word games	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Designing posters
<input type="checkbox"/> Learning a new language	<input type="checkbox"/> Giving directions	<input type="checkbox"/> Painting
<input type="checkbox"/> Telling jokes	<input type="checkbox"/> Spot the mistake	<input type="checkbox"/> Drawing storyboards
<input type="checkbox"/> Telling a story	<input type="checkbox"/> Playing board games	<input type="checkbox"/> Drawing
<input type="checkbox"/> Reading magazines	<input type="checkbox"/> None of the above	<input type="checkbox"/> Sketching
<input type="checkbox"/> Reading Books		<input type="checkbox"/> Collage
<input type="checkbox"/> None of the above		<input type="checkbox"/> None of the above

What is your main special skill or talent? Why do you like doing this the most?

<i>Things I like doing – musical things</i>	<i>Things I like doing – working with other people</i>	<i>Things I like doing – on my own</i>
<input type="checkbox"/> <i>Singing Songs</i> <input type="checkbox"/> <i>Listening to music</i> <input type="checkbox"/> <i>Going to concerts</i> <input type="checkbox"/> <i>Dancing to music</i> <input type="checkbox"/> <i>Playing an instrument</i>	<input type="checkbox"/> <i>Going to parties</i> <input type="checkbox"/> <i>Playing team sports</i> <input type="checkbox"/> <i>Showing someone how to do something</i> <input type="checkbox"/> <i>Make believe play</i> <input type="checkbox"/> <i>Meeting other people</i>	<input type="checkbox"/> <i>Making things</i> <input type="checkbox"/> <i>Writing a diary</i> <input type="checkbox"/> <i>Being in my room</i> <input type="checkbox"/> <i>Reading</i> <input type="checkbox"/> <i>Having a hobby</i> <input type="checkbox"/> <i>Doing things myself</i> <input type="checkbox"/> <i>Making my own decisions</i>

<i>Things I like doing – physical things</i>	<i>Things I like doing – being outdoors</i>	<i>Things I like doing – finding out about the world.</i>
<input type="checkbox"/> <i>Playing sport</i>	<input type="checkbox"/> <i>Keeping a pet</i>	<input type="checkbox"/> <i>Settling arguments</i>
<input type="checkbox"/> <i>Going on field trips</i>	<input type="checkbox"/> <i>Being in the garden</i>	<input type="checkbox"/> <i>Finding out about things</i>
<input type="checkbox"/> <i>Walking or swimming</i>	<input type="checkbox"/> <i>Drawing nature</i>	<input type="checkbox"/> <i>Finding out about the past</i>
<input type="checkbox"/> <i>Acting in a play</i>	<input type="checkbox"/> <i>Going on day trips</i>	
<input type="checkbox"/> <i>Gymnastics</i>	<input type="checkbox"/> <i>Growing plants / flowers</i>	
<input type="checkbox"/> <i>Dancing</i>	<input type="checkbox"/> <i>Cycling with family / friends</i>	
<input type="checkbox"/> <i>Training for athletics</i>	<input type="checkbox"/> <i>Visiting zoos / parks</i>	
<input type="checkbox"/> <i>Running or cycling</i>		
<input type="checkbox"/> <i>Doing design and technology</i>		

Appendix 2

Name: _____

Class: _____

We want to find out about your interests. Choose one activity from each section to show what you most enjoy.

Things I like doing – using words	Things I like doing – maths activities	Things I like doing – using pictures and shapes.
<input type="checkbox"/> Writing stories	<input type="checkbox"/> Counting	<input type="checkbox"/> Doing puzzles / jigsaws
<input type="checkbox"/> Writing poems	<input type="checkbox"/> Doing mental maths	<input type="checkbox"/> Making sculptures
<input type="checkbox"/> Talking	<input type="checkbox"/> Number puzzles / patterns	<input type="checkbox"/> Decorating my room
<input type="checkbox"/> Playing and word games	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Designing posters
<input type="checkbox"/> Learning a new language	<input type="checkbox"/> Giving directions	<input type="checkbox"/> Painting
<input type="checkbox"/> Telling jokes	<input type="checkbox"/> Spotting the mistake	<input type="checkbox"/> Drawing storyboards
<input type="checkbox"/> Telling a story	<input type="checkbox"/> Playing board games / chess	<input type="checkbox"/> Drawing cartoons
<input type="checkbox"/> Reading magazines	<input type="checkbox"/> Drawing plans	<input type="checkbox"/> Sketching
<input type="checkbox"/> Reading Books	<input type="checkbox"/> Playing card games	<input type="checkbox"/> Collage
<input type="checkbox"/> Making a speech	<input type="checkbox"/> Inventing things	<input type="checkbox"/> Taking things apart
<input type="checkbox"/> Making up words	<input type="checkbox"/> Using a computer	<input type="checkbox"/> Visiting beautiful places
<input type="checkbox"/> Doing an interview	<input type="checkbox"/> Drawing diagrams	<input type="checkbox"/> Taking photographs

<i>Things I like doing – musical things</i>	<i>Things I like doing – working with other people</i>	<i>Things I like doing – on my own</i>
<input type="checkbox"/> <i>Singing Songs</i>	<input type="checkbox"/> <i>Going to parties</i>	<input type="checkbox"/> <i>Being creative</i>
<input type="checkbox"/> <i>Listening to music</i>	<input type="checkbox"/> <i>Playing team sports</i>	<input type="checkbox"/> <i>Writing a diary</i>
<input type="checkbox"/> <i>Going to concerts</i>	<input type="checkbox"/> <i>Showing someone how to do something</i>	<input type="checkbox"/> <i>Being in my room</i>
<input type="checkbox"/> <i>Dancing to music</i>	<input type="checkbox"/> <i>Coaching sports and games</i>	<input type="checkbox"/> <i>Reading and listening to music</i>
<input type="checkbox"/> <i>Playing an instrument</i>	<input type="checkbox"/> <i>Meeting other people</i>	<input type="checkbox"/> <i>Having a hobby</i>
<input type="checkbox"/> <i>Collecting CD's</i>	<input type="checkbox"/> <i>Doing drama and role play</i>	<input type="checkbox"/> <i>Doing things myself</i>
<input type="checkbox"/> <i>Unusual music</i>	<input type="checkbox"/> <i>Talking on the telephone</i>	<input type="checkbox"/> <i>Making my own decisions</i>
<input type="checkbox"/> <i>Whistling or humming</i>	<input type="checkbox"/> <i>Giving someone advice</i>	<input type="checkbox"/> <i>Doing my own project</i>
<input type="checkbox"/> <i>Finding music for a play or a concert</i>	<input type="checkbox"/> <i>Working on a group project</i>	<input type="checkbox"/> <i>Solving problems</i>
<input type="checkbox"/> <i>Background music</i>	<input type="checkbox"/> <i>Doing community work</i>	<input type="checkbox"/> <i>Making up my own mind</i>
<input type="checkbox"/> <i>Using a synthesiser</i>	<input type="checkbox"/> <i>Arguing my point of view</i>	<input type="checkbox"/> <i>Being independent</i>
	<input type="checkbox"/> <i>Brainstorming ideas</i>	<input type="checkbox"/> <i>Talking about my feelings</i>
		<input type="checkbox"/> <i>Studying on my own</i>

<i>Things I like doing – physical things</i>	<i>Things I like doing – being outdoors</i>	<i>Things I like doing – finding out about the world.</i>
<input type="checkbox"/> <i>Playing sport</i>	<input type="checkbox"/> <i>Keeping a pet</i>	<input type="checkbox"/> <i>Settling arguments</i>
<input type="checkbox"/> <i>Doing pottery or craft</i>	<input type="checkbox"/> <i>Being in the garden</i>	<input type="checkbox"/> <i>Finding out about things</i>
<input type="checkbox"/> <i>Going on field trips</i>	<input type="checkbox"/> <i>Drawing nature</i>	<input type="checkbox"/> <i>Finding out about the past</i>
<input type="checkbox"/> <i>Doing a martial art</i>	<input type="checkbox"/> <i>Going on field trips</i>	<input type="checkbox"/> <i>Going to church</i>
<input type="checkbox"/> <i>Walking or swimming</i>	<input type="checkbox"/> <i>Growing plants / flowers</i>	<input type="checkbox"/> <i>Reading ghost stories</i>
<input type="checkbox"/> <i>Acting in a play</i>	<input type="checkbox"/> <i>Cycling with family / friends</i>	<input type="checkbox"/> <i>Being in a nature park</i>
<input type="checkbox"/> <i>Gymnastics</i>	<input type="checkbox"/> <i>Visiting places that keep wild animals</i>	<input type="checkbox"/> <i>Debating and arguing</i>
<input type="checkbox"/> <i>Using tools and machines</i>	<input type="checkbox"/> <i>Cooking a meal</i>	<input type="checkbox"/> <i>Reading about time machines</i>
<input type="checkbox"/> <i>Dancing</i>	<input type="checkbox"/> <i>Watching animal films</i>	<input type="checkbox"/> <i>Looking at the stars</i>
<input type="checkbox"/> <i>Training for athletics</i>	<input type="checkbox"/> <i>Sketching plants and animals</i>	<input type="checkbox"/> <i>Watching films about space</i>
<input type="checkbox"/> <i>Running or cycling</i>	<input type="checkbox"/> <i>Watching nature films</i>	<input type="checkbox"/> <i>Going to a space museum</i>
<input type="checkbox"/> <i>Doing design and technology</i>	<input type="checkbox"/> <i>Walking / climbing in the country</i>	<input type="checkbox"/> <i>Watching films like Lord of the Rings</i>
	<input type="checkbox"/> <i>Visiting or working on a farm</i>	

What is your main special skill or talent? Why do you like doing this the most?



Appendix 3

Parent's Questionnaire

We want to know about your child. Please could you tell us about the interests or skills they have. This could be academically or a hobby/ interest outside of school.

Name of Child: _____ Class: _____

What does your child do really well?

What does your child most enjoy doing at home?

What does your child most enjoy doing at school?

What achievement(s) do you think your child is proudest of?

Signed: _____ Date: _____