

# Cantonian High School

## Ysgol Uwchradd Cantonian



THE BEST FROM EACH  
SUCCESS FOR ALL

## More Able & Talented (MATs) Policy

January 2011  
Revised February 2013  
Revised October 2015  
Revised February 2019

This policy was adopted by Governors on 04 July 2019

## **Introduction / Aims**

Cantonian High School recognises that each one of our learners has talents and skills which we aim to identify and nurture. It is our priority to develop the individual needs of all learners and an important extension of the aims, policies and ethos of the school is to recognise the needs of More Able and Talented learners and develop strategies for the identification, support and challenge of such learners in our community. It is important to note the existence of all-round exceptional ability, but we must also acknowledge More Able and Talented learners who are more able across subjects in the curriculum as well as those who show talent in one or more specific areas, which could include practical and / or creative and sporting skills.

The Welsh Assembly Government defines the More Able and Talented in the following terms:

## **Definition**

'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 to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.

The identification of More Able and Talented learners is linked to the context of the school regardless of how the abilities of these learners compare to those in other schools.

There should be flexible provision for learners requiring enrichment and support in order to achieve their full potential. This provision should raise their aspirations and achievement by developing their:

- Ability to learn
- Range of knowledge
- Core skills, e.g. problem solving
- Creativity
- Intellectual curiosity
- Specific talents

A variety of processes will be followed to identify MAT learners. The curriculum will take into account the needs of MAT learners through differentiation, extension and enrichment and this will be built in to Schemes of Work in all Curriculum Areas.

## **Identification Strategies**

Identifying MAT learners is not an easy task and, as a result, a variety of methods will be employed.

The school will take advantage of information about learners from the following sources:

- Teacher recommendation
- Parents
- Feeder schools
- Prior knowledge of learners, particularly KS2-KS3 transition
- Records of effort and achievement, e.g. interim grades and end-of-year reports
- NC levels
- Screening information, e.g. CAT
- Extracurricular activities
- Formal assessments, including GCSE and AS results

An audit by department will take place at the start of the autumn term and pupils will be identified as MAT. This procedure will generate a list of MAT learners consisting of approximately 20% of the cohort. This is in line with WAG guidance.

The MAT Register is updated annually and is distributed to all teachers. This contains a complete list of MAT learners, with details of their previous key stage levels or GCSE grades.

### **Classroom and School Provision**

Every curriculum area should develop schemes of work which incorporate suitable extension, enrichment and challenge for the more able and talented.

Some key principles to be included in curriculum planning are:

- Differentiation by outcome which allows responses at very different levels to the same initial stimulus: however, this is not enough on its own
- Differentiation by task where some materials may be used by the most able only
- Differentiation by pace where more able learners are given the chance to proceed at a greater speed
- Ability grouping
- Extension and enrichment activities

In order to achieve these objectives, we aim to create a learning culture which:

- Values learners' own interests and styles
- Encourages independence and autonomy
- Supports learners in using their own initiative
- Encourages learners to be open to ideas and initiatives presented by others
- Encourages connections to be made across subjects and aspects of the curriculum
- Links learning to wider applications
- Encourages the use of a variety of resources, ideas, methods and tasks
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage during MATs 'review' days
- Encourages learners to reflect on the processes of their own learning and understand the factors that help them progress.

## **Extracurricular**

The school offers a wide range of experiences in its extra-curricular activities. While many of these activities are not exclusive to MAT learners, they include many opportunities to offer such learners extra challenge and stimulus. Extra-curricular activities include lunchtime clubs, educational visits and enrichment visits. Additionally, some curriculum areas offer extension and enrichment activities beyond the normal curriculum.

At key stage 3, 12 pupils will be enrolled onto 'Brilliant Club' where they will undergo a set program for MAT pupils

An audit of both in-lesson and the extra-curricular activities is carried out annually.

## **Monitoring and Accountability**

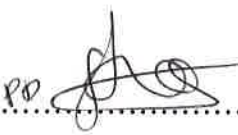
Mr Chris Woolley is the whole-school co-coordinator for More Able and Talented learners. This role includes the following responsibilities:

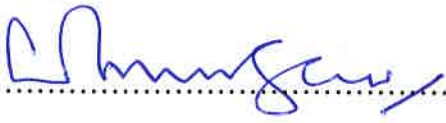
- Co-ordinating policy on the More Able and Talented
- Co-ordinating the identification of MAT learners and using this data to draw up an annual register
- Monitoring the progress of MAT learners and using data from assessments, reports, external exam results and the professional opinions of teachers in order to identify underachievement
- Advising teachers on techniques for promoting the learning of the More Able and Talented
- Liaising with stakeholders, including: learners; parents/carers; relevant outside organisations
- Auditing MAT provision, including details of extension / enrichment activities within and outside the curriculum in each department.
- Ensuring equalities of opportunity for MAT pupils regardless of age, gender, race, religious beliefs, sexual orientation or disability

In addition to the MAT Coordinator, all of the following play an important role in ensuring that MAT pupils are recognized and provided with opportunities to further their potential both within the school community and beyond:

- Senior Management Team
- Designated core subject teachers to take a lead for MAT pupils within their subject
- Subject Area Leaders
- Class Teachers
- Heads of Year
- Pupils
- Support Staff
- Parents
- Governors

This policy is to be reviewed every two years.

Agreed by Headteacher: .....  .....

Agreed by Chair of Governors: .....  .....

Date of Issue: ..... 4.7.19 .....

Date for Review: ..... Summer 2021 .....

## **APPENDIX**

### **Sources of information**

Cardiff LEA guidance on provision for MAT learners (May 2007)

A Curriculum of Opportunity: Developing Potential into Performance (ACCAC, 2003)

<http://accac.org.uk/uploads/documents/512.pdf>

Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils (WAG, 2007)

<http://new.wales.gov.uk/docrepos/40382/4038232/403829/Consultations/2006/moreable-talented-e.pdf?lang=en>