

High Street Primary School

Most Able and Talented Learners Policy

Written October 2015



Gifted and Talented Policy

This policy outlines High Street Primary's approach to the Most Able and Talented (MAT) pupils; their identification, management, opportunities, success criteria and the overall programme. We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented'.

High Street's Aims for Most Able and Talented Pupils

- Identify students who are achieving or have the potential to achieve significantly above their Age Related Expectations (ARE).
- Provide for the learning needs of those children through a high-quality educational experience.
- Ensure that MAT pupils are appropriately challenged so as not to lose confidence and motivation or become bored or disaffected.
- Develop effective and inclusive practice which will lead to whole school improvement.
- Provide a broad range of enrichment through additional, external learning opportunities, specially targeted for the development of MAT pupils – currently organised by the Excellence Cluster and the South West Plymouth Education Trust.
- Involve pupils and parents in the MAT programme and make them aware of the process and additional opportunities available for the child.
- Ensure MAT pupils are identified and teachers are made aware of them through the use of the MAT Register.
- Hold a central MAT Register used to measure the overall progress of both MAT children and the programme.
- Monitor within units, the progress of MAT pupils individually and as a group within the specific gift or talent regularly, whilst the MAT co-ordinator reviews their progress termly through the use of School Target Tracker.
- Encourage children to fulfil their potential in their academic, physical and creative achievements.
- Have high expectations that are supportive of such successes and ensure celebration of these.
- Our provision for MAT pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils.

Definitions of MAT

The terminology which High Street will use to define our Most Able and Talented pupils will be:

- *Academically More Able* – those children significantly achieving above their Age Related Expectations in academic subjects – Numeracy, Literacy-Reading, Literacy-Writing, Science, History, Geography, Modern Foreign Languages, Design Technology, I.C.T, Religious Education and PSHE.

- *Talented* – those children significantly achieving above their Age Related Expectations or showing an exceptional talent within creative subjects – Physical/Sporting Activity, Music, Art and Design, Performing Arts, Leadership and Social, Other Specified Area.

Our Academically More Able children are identified on Target Tracker, profiled and tracked through the use of our MAT Register, which all members of staff can access.

Identification of MAT Pupils

Our identification makes use of hard quantitative data and also draws on a wider range of qualitative evidence:

- Teacher assessment recorded on Target Tracker.
- Parent Nomination where parents provide background knowledge of their children.
- Peer Nomination.

All such nominations will be recorded on the MAT Register with the names of pupils identified as being Most Able or Talented and details of the nomination so that their progress can be specifically tracked. Class teachers, the MAT Coordinator and the Headteacher will be fully involved in discussions about the abilities and Talents of individual pupils. Once identified, pupils will remain on the Register unless they cease to meet the criteria for nomination for four new terms.

We use a range of strategies to identify the most able and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school Learning Journey gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our Nursery/reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

To ensure that a child is achieving significantly above their Age Related Expectations, allowing them to be deemed Gifted, they will need to achieve the levels below:

Year	Term	Most Able Level
1	Autumn Spring Summer	Band 1 b+ Band 1 w+ Band 1 s+
2	Autumn Spring Summer	Band 2 b+ Band 2 w+ Band 2 s+
3	Autumn Spring Summer	Band 3 b+ Band 3 w+ Band 3 s+
4	Autumn Spring Summer	Band 4 b+ Band 4 w+ Band 4 s+
5	Autumn Spring Summer	Band 5 b+ Band 5 w+ Band 5 s+
6	Autumn Spring	Band 6 b+ Band 6 w+

	Summer	Band 6 s+
--	--------	-----------

The Most Able children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading, and respond to a range of texts at an advanced level;
- use a wide vocabulary, and enjoy working with words;
- see issues from a broad range of perspectives;
- use advanced skills when engaged in discussion.

The Most Able children in mathematics are identified when they:

- explore a broad range of strategies for solving a problem;
- are curious when working with numbers and investigating problems;
- see solutions quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work flexibly, and establish their own strategies;
- enjoy manipulating numbers.

Organisation of MAT

We currently have a MAT Co-ordinator, who is responsible for co-ordinating the MAT programme at High Street Primary School. Their role is to:

- Set up and maintain the MAT Register.
- Liaise with class and subject teachers to support and encourage provision for those pupils.
- Research suitable resources and generally support staff in providing for those pupils.
- Develop a resources base using the MAT budget, as funds allow.
- Attendance at relevant training.
- Organise Teaching Assistants as appropriate to support children on the MAT enrichment activities.
- Ensure that all teachers keep appropriate records and that these are transferred to the next year group as appropriate, this can be as simple as being aware of those children that they teach who are on the MAT register and the specifics of their nominations.

Provision for MAT Pupils

This will depend on the individual learning needs of the pupil, yet a range of strategies can be considered:

- Differentiated planning to include a minimum of support, core and extension and is aimed at MAT children, not just the AA children. The differentiation can be by outcome, resource, task, dialogue, support, pace, content; i.e. adapting a task to make it more complex and create challenge by making it more sophisticated.
- Opportunities for children to work in a variety of grouping situations, e.g. whole class, group work, paired work, independent.
- Setting targets at a sufficiently high level to extend and challenge MAT pupils.
- Homework which again is specific to their level and therefore may need to be differentiated.
- Inclusion in enrichment activities.

- Opportunities for their achievements to be celebrated.
- Effective use of ICT.
- Questioning, explaining and challenging to extend thinking.
- Provision for a range of different learning skills.
- Opportunities provided to develop thinking skills, problem solving, higher order thinking and communication skills.
- Encourage the use of the MAT pupils as lead learners, as and when possible.
- Various use of the Teaching Assistant for support and further acceleration.
- Opportunities to develop own interests and learning strategies, enabling pupils to become independent learners.
- Classroom environment which develops and promotes high achievement by empowering learners.

Partnership Between Parents/Carers of MAT Pupils

The involvement of Parents/Carers is an essential element of children's learning and wellbeing, their support is crucial in determining the educational outcomes of their children. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

At High Street, we will:

- Provide Parents/Carers with the opportunity to nominate their child to be part of the MAT Register by asking them to complete a form detailing their child's achievements.
- Discuss their child's inclusion on the school's MAT Register with Parents/Carers.
- Class teachers to liaise with Parents/Carers about this inclusion during Parent/Carer Meetings.
- Report on progress annually through written end of year reports.
- Communicate external opportunities to parents/carers for extension activities which are relevant to their child's abilities or Talent.

At High Street Primary School, our overall aim is to provide good quality learning experiences for all of our pupils including those who are Most Able and Talented.