

# ST. LAURENCE'S C.E. PRIMARY SCHOOL

Last Reviewed: May 2023

Next Review: May 2026



## **More able and talented (MAT) policy**

### **Rationale**

Our school will have, at any time, a number of more able, gifted or talented pupils, who will be performing at a level that exceeds the level of others in their class or the level expected of their age group. This may be in one or more areas of learning.

Our definition of ability recognises academic, practical, leadership, creative, musical, physical, sporting and social performance.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress, primarily within the classroom, through a stimulating and differentiated curriculum. However we also recognise that in some cases, particularly with pupils talented in sport, the arts or leadership skills we need to work with others to meet their needs.

### **Aims**

The aim of this policy and our register is to ensure a consistent approach to the identification and support of more able and talented pupils.

To do this we will:

- Have an agreed definition of the terms 'more able' and 'talented'
- Identify more able and talented pupils in all areas of the curriculum
- Meet pupils needs with a range of appropriate strategies
- Create a climate of learning throughout the school
- Create an ethos where achievements are recognised and encouraged
- Work in partnership with parents/carers and others to help them promote children's learning and development
- Make use of the wider community to enhance learning opportunities

## **Creating an ethos where achievements are recognised and encouraged**

We aim to support an ethos for the development of more able and talented children by ensuring that:

- All pupils know they are valued and cared for
- We celebrate all forms of success
- We develop a sense of teamwork and co-operation
- Pupils value coming to school
- There is a valued reward system
- Competitions and events are attended to enhance learning
- School councils and pupils contribute to the development of the school
- All staff provide good role models
- There is a broad curriculum, including extra curriculum activities
- We recognise and monitor underachieving pupils
- We involve the community activities in
- We foster and develop links with other schools and educational establishments

### **Definitions**

#### **Talented pupils are:**

Those whose performance in art, music, sport, dance or any creative activity exceeds the level of other children in their class, or that is expected for children in their age group.

#### **More able (gifted) pupils are:**

Those whose performance in one or more of the academic subjects (i.e. Literacy, numeracy, science, humanities or ICT) well exceeds the level of other children within their class, or what is expected from children in their age group.

We also recognise there will be children who are able and these children will be identified and monitored through the use of a shadow register, which supports the main register.

We also recognise that children can excel in other areas, such as leadership, organisational or entrepreneurial skills. At St-Laurence's we strive to provide a variety of opportunities and experiences to create opportunities for these skills to be recognised and celebrated.

It is expected that roughly 10% of each year group will be identified as being more able, able or talented and that overall 2% will be identified as exceptionally able.

### **Identification**

It is important to differentiate between those pupils that are hardworking and those who are natural high achievers. Below is a list which will help with an initial assessment

The pupil

- Shows a curiosity about the world and is keen to explore new ideas.
- Is always asking questions about what they have learnt
- Is well above their age level in ability
- Uses language to clarify ideas and has a well-developed vocabulary
- Shows perseverance when solving problems
- Takes into account the ideas of others

We also recognise that some children may be underachieving in a subject for a variety of reasons. The school has an identification sheet which may be completed by any adult for a child they feel may be underachieving or disadvantaged. After being identified these children may receive an intervention, or extra support in order for them to achieve their potential.

### **Standardised and non-standardised assessment**

All pupils in Nursery and Reception have on-going assessments throughout the year. They will be assessed through the EYFS profiles at the end of the Reception year.

Pupils in Key Stage One and Two will have assessments at the end of each term. Pupils also have on-going assessments in English and maths which are used to form an overall picture of the child's development. In addition pupils may also undertake standardised tests in order to develop a profile of their abilities.

The information from these assessments will be discussed at regular target setting and pupil progress meetings. They will also be discussed with parents/carers at parents evenings and open sessions. At the end of the year this information will be passed on to parents/carers, via a final school report and to a child's next teacher through rigours school transition procedures to ensure continuity in approach is maintained.

Our register is updated in January and at the end of the academic year, but teachers can discuss adding or removing children at any time, with consultation with the MAT co-ordinator.

Other ways to identify more able and talented children may include:

- Outside agency information e.g. extra-curriculum clubs, music teachers, sports coaches.
- Parental information
- Audit of special needs (it is recognised that children may be on both the special needs and the more able and talented register)

### **Provision for more able and talented children**

#### **Within the classroom**

- Appropriate targets are set and monitored
- Teacher expectations are shared with the pupil
- A range of learning styles are recognised within the classroom
- Range of opportunities for debate and discussion are created
- Challenge is provided to maintain interest and support the able child
- Ensure an appropriate and differentiated curriculum is in place
- Use of questioning to raise the level of challenge
- Assessment both formative and summative are used
- Teaching Assistants are used, where available to support and challenge the able child(adults may become mentors for gifted children)
- Creativity is fostered within the class

#### **Out of class**

- Activities beyond the classroom are provided (Clubs, trips)
- Links with other schools are encouraged (teams, visits, workshops)
- Collaboration with outside agencies (local groups or societies)
- Use of appropriate and differentiated homework
- Summer schools
- Excellence cluster groups with other school, where appropriate
- Opportunities to share achievements

#### **Teaching staff:**

- The school will nominate one member of the teaching staff to co-ordinate the schools approach to more able and talented pupils. That teacher will be supported by a teaching assistant. The governing body will appoint a member to oversee, support and evaluate the programme with support from the head teacher and other senior members of staff.

### **Identification for individual subjects**

We understand children show their special talents in a range of ways and at varying points of their development.

## **Mathematics**

Children who are more able in maths are likely to:

- Learn and understand mathematical ideas quickly
- Work systematically and accurately
- Think logically and see mathematical relationships
- Make connections between concepts they have learnt
- Identify patterns easily
- Communicate their reasoning and justify their methods
- Ask questions to show clear understanding
- Take a creative approach to solving mathematical problems
- Sustain their concentration throughout longer tasks and persist in seeking solutions

## **English**

**Children who are more able in English are likely to:**

### **Writing flare**

- Writing or talking in imaginative and coherent ways
- Elaborating on and organising content to an extent that is exceptional for their age
- Using any suitable opportunities to produce work that is substantial

### **Communication skills**

- Involving and keeping the attention of an audience
- Taking a guiding role in helping a group to achieve its shared goal, while showing sensitivity to the participation of others
- Writing with a flair for metaphorical or poetic expression
- Grasping the essence of particular styles and adapting them to their own purposes
- Using ICT to research ideas and create new text
- Creating accounts and reasoned arguments, in both spoken and written language
- Grasping the essence of any content and reorganising it in what that are logical and offer new insights

### **Awareness of language**

- Understanding the nature of language
- Showing an interest and enthusiasm for language study

### **KS1 reading**

A child who learns to read fluently and expressively.

Insatiable appetite for the printed word

Draws inferences – goes beyond the literal

### KS2

An inferential reader

That they can form cogent arguments and express opinions which are supported with evidence.

## **Writing**

### KS1

A child in year 1 who is independent and who uses a variety of writing strategies including: adjectives, conjunctions, complex sentences and varied vocabulary

A child who can spell the first 200 words accurately

Who can write in a variety of genres

### KS2

Can adapt writing to purpose

Uses a wide range of vocabulary, sentence structure, humour and interest to create effect and hold the attention of the reader.

## **Science**

### **Children who are more able in science are likely to:**

- Have excellent general knowledge
- Be interested in finding out more
- Are able to sustain their interest and go beyond the obvious
- Be inquisitive about how things work and why things happen
- Put forward objective arguments
- Decides quickly how to investigate fairly and manipulate variables
- KS1 can predict and reason, KS2 Hypothesis, evaluate

## **ICT**

### **Children who are more able in ICT are likely to:**

- Apply knowledge and understanding across applications
- Manipulate information
- Be confident enough to explore in a persistent, resourceful and a self-motivated
- Teach others, including teachers

## Humanities

### Children who are more able in humanities are likely to:

- Have skills at a level higher than age expectations
- Take questioning one step further
- Work beyond the group
- Have excellent background knowledge
- Draw inferences
- Have original ideas
- Can discuss the credibility of sources
- Can empathise why people behave in a certain way

## Art

### Children who are artistically talented are likely to:

- Have an individual style
- Interpret projects in imaginative ways
- Show artistic flair in several different types of media
- Be critical and observe well
- Have successful experiments with visual elements

## Music

### Children who are musically talented are likely to:

- Have an accurate sense of rhythm
- Can memorise tunes and repeat after an interval
- Can discuss a piece of music beyond their years
- Are instinctive players of an instrument – take to it quickly and with little teaching
- Can play by ear

## PE

### Children who are talented in sports are likely to:

- Be highly competitive

- Be self-critical
- Have excellent motor co-ordination
- Have skills at a higher stage than would be expected
- Have an excellent sense of rhythm
- Can extend and refine dance moves

## **RE**

### **Children who are more able at R.E are likely to:**

- Show unusual insights and be well informed
- Show a high level of empathy and sensitivity
- Question the actions of individuals
- Have excellent questioning skills
- Be able to Discuss ideas in detail

### **Leadership, organisation and enterprise skills**

- The ability to communicate effectively in a wide range of situations
- Have confidence in themselves and in their own abilities
- Preserver with difficult tasks or challenges
- Learn from mistakes



