

West Monmouth School

Ysgol Gorllewin Mynwy



More Able & Talented Policy

Polisi Mwy galluog a thalentog

Date Approved by Governors:

Date Reviewed by Governors:

Introduction

West Monmouth School believes in creating an inclusive learning community providing the best development opportunities for pupils of all abilities. The school will promote challenging experiences through a broad balanced curriculum that also offers quality learning activities that focus on the particular needs and talents of the children. This policy will ensure that we recognise and support the needs of those children who have been identified as 'more able and talented' according to NACE guidelines. We recognise, that by providing for MAT pupils both inside and outside the classroom and raising the achievement of the more able and talented, we raise the achievement of all pupils within the school.

Aims

- To ensure a consistent approach to the early identification and support of the MAT child.
- To develop provision for more able and talented children that reflects Welsh Assembly Policy.
- To develop a range of learning and teaching strategies to extend and challenge pupils.
- To develop further, extra- curricular enrichment to support more able and talented pupils.

Objectives

- To work effectively with pupils and parents to enhance learning opportunities.
- To make use of the wider community to enhance learning opportunities.
- To identify and place on a data base more able and talented pupils in our school.
- To track and monitor the progress of more able and talented pupils via the whole school tracking system.

Definition of 'more able and talented.'

The Welsh Government has adopted the phrase 'More Able and Talented' to describe pupils who "require opportunities for enrichment and extension that goes beyond those provided for the general cohort of pupils...the term 'more able and talented' encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills."(WAG, Meeting the Challenge, 2007)

- Pupils may be more able and/or talented in diverse fields (academic, creative, sporting, social, leadership, thinking skills, organisational ability)
- Pupils may be high achievers who display a level of ability beyond that of their peers, underachievers or disaffected.
- Around 20% of the school population are considered to be more able and/or talented.
- MAT pupils need opportunities for enrichment, challenge and extension that go beyond those provided for the general cohort of learners.

Identification of More Able and Talented Pupils

We use a variety of strategies as part of the identification process.

- Examination results, including national tests e.g CATs
- Teacher observation and recommendation
- Pupil Questionnaire and assessment of preferred individual styles of learning. (Appendix 1)
- Parent Questionnaire (Appendix 2)

Once pupils are identified, they are included in the school's MAT profile. (Appendix 3)
The profile not only identifies pupils but highlights the areas in which their talents exist.
The profile is circulated to all staff.

Provision

- High quality classroom practice.
- Out of school opportunities/extra curricular opportunities.
- Mentoring and coaching scheme in place.

Roles and responsibilities

Pupils

- More able and talented children will be asked to set their own rigorous learning targets and will be provided with differentiated work to meet these targets.
- Learners will be encouraged to develop strategies that will enable them to further develop their abilities and talents, to acquire knowledge and refine skills in a manner that is appropriate to their needs.

Parents/Carers

- We want parents/carers to be aware that we are committed to meeting the needs of all our children.(Appendix 6)
- Parents should be aware of additional enrichment and academic opportunities that are available to their children.
- Parents should be aware of learner targets for improvement as negotiated with class teachers.

More Able and Talented Co-ordinator

- Develop a policy
- Put in place and maintain a record of More Able and Talented Pupils.
- Raise awareness and support through emails, inset, Meetings.
- Communicate with class teachers, Heads of Departments, SENCO
- Establish links to outside agencies
- Ensure that MAT pupils are catered for by using information from the MAT Profile.
- Monitor progress.
- Communicate with cluster schools and specialist providers.
- Keep up to date with developments and thinking in the teaching of gifted and talented learners.
- Plan an enrichment programme.

Heads of Departments

- Communicate with the More able and Talented Co-ordinator over the early identification of more able and talented children in their department and oversee the target setting, tracking and intervention approaches.
- Maintain a department policy for MAT.
- Review schemes of work to ensure that the needs of the more able and talented pupils are met through class management, materials and other resources.
- Monitor differentiated teaching strategies to extend and enrich the curriculum for more able pupils.
- Each department should nominate a teacher with responsibility for more able and talented children.

Teachers

- Use a variety of teaching strategies to meet the needs of more able and talented pupils.
- Focus on challenge and engagement in lessons.
- Use questions that stimulate higher order thinking skills.
- With reference to Bloom's Taxonomy, use higher order thinking skills.
- To identify MAT pupils and to communicate with the Head of Department and MAT Co-ordinator to keep the MAT profile up to date.
- Provide good quality feedback in exercise books.
- Provide for MAT pupils both inside and outside the classroom.
- Use Solo Taxonomy – profound thinking
- Monitor progress and set targets which are challenging.
- Encourage pupils to take responsibility for their own development.
- Provide opportunities to engage with the wider community, subject experts and other professionals.
- Provide effective differentiation (see teaching and learning)

Governors

- The governing body will ensure that this policy is implemented.
- Ensure there is challenge and opportunity for all learners.
- Link governor for MAT.

Senior Management

- Oversee the work of the MAT Co-ordinator.
- Oversee the whole school approach to target setting, tracking and appropriate teaching strategies.
- Ensure that as far as possible adequate resources are made available.
- Ensure that one governor is given responsibility for MAT.
- Track and monitor the progress of more able and talented pupils.
- Evaluate the outcomes of more able and talented pupils in the annual whole school evaluation.

Teaching and Learning

Challenge in the classroom is crucial. 'Able to challenge:Challenge the Able.'

Teaching and learning strategies that have a positive impact on the More Able and Talented improve standards for all pupils.

Teaching and Learning strategies could include:

- Varying groups to suit tasks
- Focus on challenge. High level of challenge
- Challenge and differentiate through for example – questioning(quality, range, timing) cognitive structuring(levels of learning from simple to complex)
- Extension work
- Child initiated learning opportunities
- Questions to stimulate higher order thinking.
- Targeted use of classroom assistants
- Adopting a problem solving approach
- Adopting a skills based approach
- Awareness of learning styles
- Special tasks of responsibility
- Visits by experts.
- Higher order thinking skills: Bloom's Taxonomy
- 'Wait time' when questioning to allow for deeper thinking.
- Opportunities to work in an increasingly analytical way and to handle more complex materials and ideas.
- Opportunities to take leadership
- More independence
- Questions to stimulate higher order thinking. – Bloom's taxonomy and Solo taxonomy.(Appendix 4 and 5)
- Differentiate expectations.

Monitoring and Evaluation

- The on-going monitoring and evaluation of the progress of More Able and Talented pupils is an important part of the School Self Evaluation process.
- The MAT profile should be regularly monitored and reviewed by the co-ordinator.
- Pupil review of targets.
- Pupil trails
- Tracking.
- Use data to challenge those whose progress needs to accelerate.

Tracking and targeting

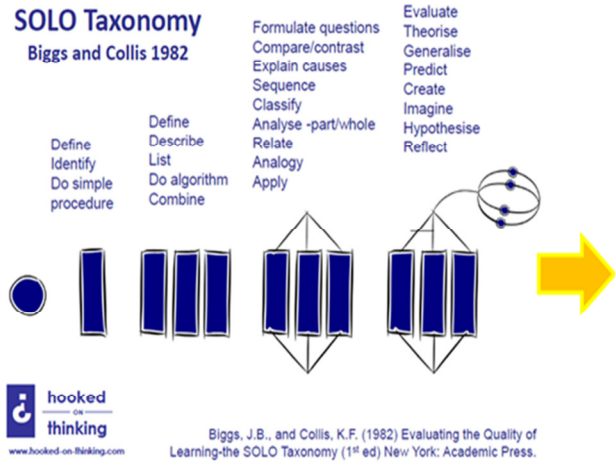
- Identification, use of data and target setting to inter-relate and make a difference to provision for MAT learners.

Questions that stimulate higher order thinking

Thinking skill	Explanation	Key words	Key questions
Analyse	The learner breaks down learned information into its component parts, making inferences and finds evidence to support generalisations	Conclude, Contrast, classify, divide, discover, examine, group, infer, inspect, simplify, sort, test for...	<ul style="list-style-type: none"> • Why do you think...? • What conclusions can you draw...? • How would you categorise...? • What is the function of...? • Can these ideas be grouped into three categories? • What motive could there have been to...?
Synthesise	The learner creates new information and ideas from previous learning	Choose, compose, construct, develop, devise, imagine, improve, modify, predict, propose, solve...	<ul style="list-style-type: none"> • What would happen if...? • How could you change...? • What facts can you compile...? • Can you predict the outcome of...? • How could you estimate the result of...?
Evaluate	The learner makes judgements about learned information on the basis of established criteria	Agree, assess, choose, compare, criticise, defend, determine, interpret, justify, recommend, review...	<ul style="list-style-type: none"> • What is your opinion of...? • Would it be better if...? • How would you justify...? • How would you compare...? • Why did (name) choose...? • How would you prove that...?

SOLO Taxonomy

Biggs and Collis 1982



Uni-structural	Can you explain what X is? What is the definition for Y? What is the reason for Z?
Multi structural	Can you list the components of A? Can you list the specific parts that make up B? Can you describe the parts of C?
Relational	How would you apply X to this situation? How do B and C relate to each other? Can you analyse how G interlinks?
Extended Abstract	Evaluate the impact of Z on the process. Can you predict what would happen if A was replaced with B?

Appendix 5

Appendix 6

Dear Parent/Carer,

As part of the School's Inclusion Policy and commitment to promoting learning for all, we want to work in close partnership with you to ensure your child receives the best possible education. As a school we recognise that some pupils may stand out because of their talents. These talents may be musical, artistic, sporting and some pupils also perform better than others in an academic setting. We appreciate that our More Able and Talented pupils need to be supported if they are to achieve their potential.

During this term, teachers have been identifying pupils who they recognise as gifted or talented in their particular subject areas. A combination of staff referral, data results, pupil and parental information has been taken into consideration in order to identify More Able and Talented pupils. Your child has been identified as more able and/or talented in the following areas.

We aim to stretch and challenge all pupils whilst taking on board the area of strength of our more able and talented pupils. We will be providing for your child in the classroom and also we are developing an enrichment programme that will give your child the opportunity to be challenged and supported outside their usual classroom environment.

If you would like to know more about what we are doing in school please feel free to contact me.

Yours sincerely,

Samantha Cotter
(More Able and Talented Co-ordinator)