

West Monmouth School



More Able Policy

Updated: October 2023

Rationale:

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.

Welsh Government guidance states: "All pupils must be allowed to discover their potential through a curriculum of opportunity. All abilities and talents can then be nurtured through an enriched curriculum and extended learning experiences."

At West Monmouth School, we recognise that the most able children are considered to be those who demonstrate a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in other areas such as leadership or creativity.

Policy Aims:

West Monmouth School aims to

- Ensure a consistent approach to the early identification and support of the MAT child.
- Develop provision for more able and talented children that reflects Welsh Government policy.
- Develop a range of learning and teaching strategies to extend and challenge pupils.
- 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 more able and talented pupils in our school
- To track and monitor the progress of more able and talented pupils

This will be achieved by:

- Ensuring all practitioners are equipped with the skills needed to develop provision across the curriculum
- Monitoring and evaluating provision to continue to raise standards
- Ensuring that resources are in place to support effective delivery of cross-curricular skills

Roles and Responsibilities:

MAT Team:

MAT SLT Lead

Mr S Ball

The SLT lead will:

- Actively support and drive the MAT policy for all.
- Help to manage, sustain, develop and evaluate MAT policy.
- Support the commitment to MAT in the School Development Plan.
- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners.
- Identify opportunities for and facilitate the sharing of good practice within the school.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.
- Review and update teaching pedagogy through the provision of appropriate CPD, using outstanding teachers to support development.
- Work with the MAT co-ordinator and coordinate feedback to parents/carers.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.
- Ensure that all staff understand and accept they have a responsibility to improve MAT provision both through their teaching and day-to-day contact with pupils.
- Facilitate the improvement of MAT provision by arranging an ongoing programme of training and support across the curriculum.
- Make suitable resources available to promote this policy.

MAT Co-ordinator will:

- Put in place and maintain a record of MAT pupils.
- Establish links to outside agencies and specialist providers
- Ensure that MAT pupils are catered for by using information from the MAT register.
- Ensure that new staff and newly qualified teachers are aware of the MAT policy and support them in school strategies.
- Raise awareness of the resources available to support and challenge MAT.
- Collect evidence of good practice, monitor and evaluate the delivery MAT from across the curriculum and
- Facilitate opportunities to celebrate MAT pupil progress and successes.
- Organise enrichment activities which raise the profile of MAT and which promote pupil engagement.

Faculty Leaders will:

- Communicate with the MAT co-ordinator for early identification of MAT learners in their faculty and overs the target setting, tracking and intervention approaches.
- Maintain a department policy for MAP
- Identify and share good practice.

- Review schemes of work to ensure that the needs of MAT pupils are met through class management, materials and resources.

Teachers will:

- Use a variety of teaching strategies to meet the needs of MAT pupils.
- Focus on challenge and engagement in lessons.
- Use questioning to stimulate higher order thinking skills.
- Provide many and varied opportunities for MAT pupils.
- 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.

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 questioning – quality, range, timing
- Extension materials
- Child initiated learning opportunities
- Questioning to stimulate higher order thinking
- Adapting a problem solving approach
- Adopting a skills based approach
- Visits by experts
- Opportunities to work in an increasingly analytical way and to handle more complex materials and ideas
- Opportunities to take leadership
- More independence

Monitoring and Evaluation

The ongoing monitoring and evaluation of the progress of MAT pupils is an important part of the school SER process

- The MAT register should be regularly monitored and reviewed by the co-ordinators.
- Pupil review of targets
- Pupil trails
- Tracking
- Use data to challenge those whose progress needs to accelerate

Quality Assurance:

The school uses a number of systems to assure quality and share good practice:

- Lesson observations – the school’s lesson planning, observation and feedback forms include provision for MAT pupils.
- Pupil trails/learning walks – some trails will focus specifically on MAT pupils.
- Work Scrutiny – specific sections on MAT provision.
- SOW Scrutiny
- The school and faculty improvement plans will include provision for stretch and challenge.
- SERs – section focusing on standards and provision for stretch and challenge.
- Faculty Meetings – sharing of good practice
- INSET workshops – sharing good practice
- Analysing assessment data