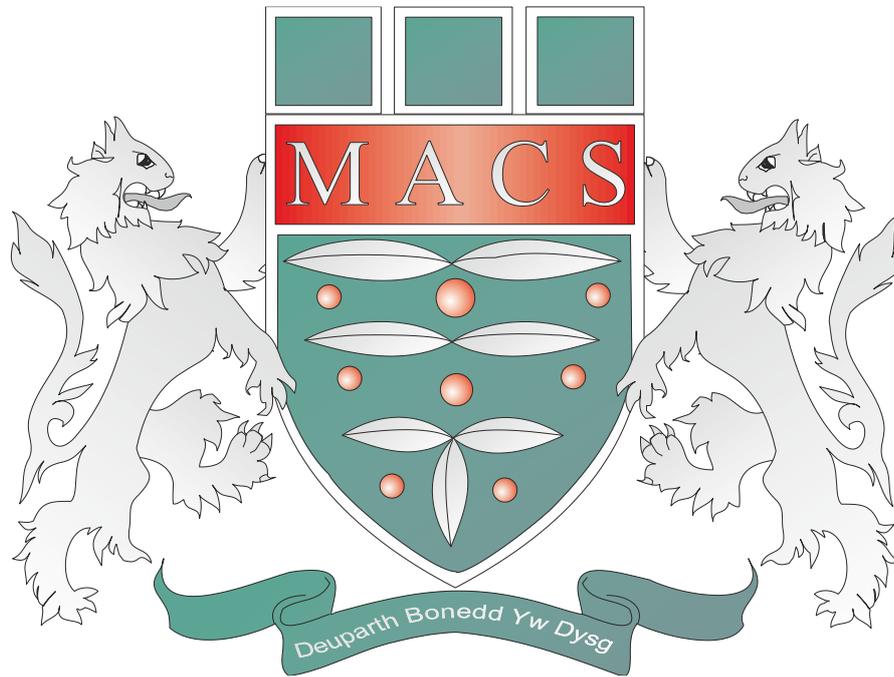


MOUNTAIN ASH COMPREHENSIVE SCHOOL

YSGOL GYFUN ABERPENNAR



MORE ABLE AND TALENTED LEARNERS POLICY

Article 29

‘Your education should help you use and develop your talents and abilities in order to be the best you can be.’

Signed _____ *P. J. J. J.* _____ (Chair of Governors)

Date _____ 11.2.19 _____

Updated: February 2019
Next update: February 2022

Mountain Ash Comprehensive School has high expectations of all its pupils. All pupils at the school have a right to an appropriate level of challenge as a part of their curriculum experience. Pupils who are identified as being More Able and pupils who are Talented are supported through an enriched and/or extended curriculum. Our school subscribes to the motto of “Every Child Will Succeed” and we strive to ensure that the needs of all of our learners are effectively met and endeavour to raise standards for all of our pupils.

The curriculum takes into account the needs of More Able and Talented learners through differentiation, extension and enrichment and this is built in to schemes of work in all curriculum areas. The pastoral needs of More Able and Talented learners are also an integral part of the wellbeing provision at the school.

AIMS

The school aims to:

- ensure that school policies include a focus on the needs of more able pupils and talented children, where appropriate;
- develop effective strategies to identify, educate and support more able pupils and talented children so as to nurture their capacity for unrestricted learning and creative thought;
- ensure that relevant strategies and effective pedagogy are used across the school;
- ensure that all staff understand their responsibilities for supporting More Able pupils and pupils with talent;
- analyse attainment data, harness subject-specific professional judgements, and address self, peer and parental identification to support the identification of More Able and Talented pupils;
- To ensure that curricular and extra-curricular provision meets the needs of More Able and Talented pupils;
- To facilitate the tracking of progress and monitoring of outcomes of identified More Able and Talented pupils against school, LA, predictive and national data;
- To support cross-phase transition of More Able and Talented pupils;
- To support a culture of celebration in academic, sporting, musical, technological, artistic and social endeavour;
- To ensure consistency of provision across all curriculum areas.

DEFINITION

Welsh Government's definition of the term 'More Able and Talented' encompasses both pupils who demonstrate a wide spectrum of abilities throughout the curriculum, and those who show talent in one or more specific areas. They are often defined as pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.

Welsh Government perceives these definitions covering approximately 20% of the school population. At Mountain Ash Comprehensive School, we recognise that evidence of significant ability or talent may change over time, and that pupils may be identified later in their school careers, or equally be felt no longer to represent an ability or talent over that shown by their peers. The Most and More Able tend to be located as having skills across the curriculum, for example in the core subjects of English, Mathematics and Science, whilst some pupils have more specific talents in one or more areas, such as Drama, Music, Sport or Art.

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

IDENTIFICATION

At Mountain Ash Comprehensive School we recognise that talent and ability are diverse and that identification needs will be ongoing through a continuous process of review. We recognise that it is important to use a variety of identification strategies, both formal and informal, to identify More Able and Talented pupils.

The school will identify More Able and Talented learners from the following sources:

- Teacher recommendation
- Parents
- Primary school recommendations

- Prior knowledge of learners, identified during transition discussions
- Records of effort and achievement, e.g. interim grades and reports
- National Curriculum levels
- Extra-curricular activities
- Formal assessments, including LNF, GCSE and A/S results
- The full range of abilities and intelligences
- Predictive data, e.g. FFT

Each departmental area identifies a member of staff who is responsible for ALN/MAT pupils, within that subject area or section of the school or curriculum. Pupils are included if they have been recommended by curriculum areas.

STRATEGIC PROVISION

To ensure that students who have been designated as more able and talented are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. Aspirational learning objectives, success criteria (Green/Amber/**Purple/Gold**) and differentiated tasks (where appropriate) are utilised across the curriculum, enabling More Able and Talented pupils to access the highest standard of learning.

There is not a detailed, standard curriculum for more able and talented children, because their needs are very individual within each subject. The emphasis is on the development of a target-based programme in order to:

- meet individual children's needs;
- build upon their individual strengths;
- encourage development in areas in which they need support.

All departments will have identified strategies and provisions for the enrichment and support of those pupils it has identified as More Able and Talented. These will be integral to schemes of work and departmental policies. Lessons will be differentiated and coherent extension activities facilitated to support pupils' development. For those pupils identified as talented in Music, Art or an area of Sport, opportunities will be offered to rehearse, practise or train with appropriate professionals where possible.

ENRICHMENT ACTIVITIES

The school has a coherent programme of valuable activities to enrich their educational experiences, such as:

- University visits (Cardiff University 'Step Up' Programme);
- Outside Speakers;
- Competitions (Young Presenters Competition);

- The Scholars Programme (The Brilliant Club);
- Access to opportunities outside the school environment (Youth Parliament/LEDLET);
- Delivering assemblies to pupils in all key stages;
- MAT transition links;
- STEM Lego sessions;
- In school links (RRS / Shakespeare Festival).

ENGAGING PARENTAL SUPPORT

At Mountain Ash Comprehensive school we endeavour to work with parents/carers to support learners' needs. We recognise that pupils who are More Able and Talented can benefit from enriching experiences outside of the school environment and encourage the parents/ carers of these pupils to encourage them to participate in opportunities/ activities which can support and nurture their abilities and talent such as:-

- Utilising the local library and the internet as a learning and research resource;
- Visiting museums, science centres, nature reserves and galleries;
- Watching educational and current affairs programmes such as the news, wildlife and nature programmes and documentaries and discussing them at home;
- Reading quality newspapers;
- Discussing and debating topics, such as politics, the environment and the media and its impact on society and the world;
- Discussing homework and the work that is being done in school and the opportunities that they are having;
- Allowing/encouraging participation in educational excursions and out of hours activities;
- Attending and listening to a variety of drama, dance and musical artistic performances;
- Reading for pleasure including works that are more challenging and demanding;
- Ensuring quality relaxation time;
- Providing suitable learning resources such as books, encyclopaedias, magazines and IT software;
- Building social and cultural experiences and opportunities into family visits, recreational activities and holidays;