

# ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

## *School Mission Statement*

***“Learning and Growing Together in Christ”***

***“A Christian community which recognises the dignity and value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness”.***

ST JOHN LLOYD  
CATHOLIC SCHOOL



## **MORE ABLE AND TALENTED CHILDREN POLICY**

Reviewed by Governors December 2021

### **Rationale:**

At St John Lloyd school, we believe in creating an inclusive learning community that celebrates the uniqueness of all children. The school will promote stimulating and challenging experiences through a broad balanced curriculum that also offers quality-learning activities that focus on the particular needs and talents of the children. We are also committed to identifying and meeting the needs of these children as early as possible in order to enable them to achieve their best.

### **Aims:**

- To develop provision for more able and talented children that reflects the LEA policy.
- To develop a curriculum that extends and enriches the learning experiences of this particular group of children.
- To develop a range of learning and teaching strategies that extend and support children's development.
- To work effectively in partnership with children and parents/ carers to develop individual learning programmes

### **Objectives:**

- The more able and talented co-ordinator will work proactively in developing a whole school approach to meeting the needs of more able and talented children.
- To identify and place on a data base more able and talented children in our school
- To ensure effective monitoring and evaluation systems are in place

### **Definition:**

There is no universally agreed definition of learners who generally would be recognised as more able. In Wales, the term 'more able and talented' is inclusive, encompasses approximately 20% of the total school population and is used to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The identification of more able and talented learners is linked to their context, regardless of how these learners compare to more able and talented learners in other schools. In every school, therefore, you should expect to find a group of learners identified as MAT as well as suitable provision for their development through the breadth and depth of their learning experiences and activities. Providing an enriched curriculum can improve the quality of learning and raise standards for learners for all abilities and talents, giving them opportunities and encouragement to achieve their full learning potential.

- **More Able and Talented** is the general term for this concept;
- Children may be **more able and/ or talented** in diverse fields (academic, creative, sporting, social, leadership);
- **More able** children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;

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- **Most able** children will be working at two levels above the majority of children in the class and would sometimes require additional and different provision.
- **Talented** children demonstrate an innate talent or skill in creative or sporting fields
- More able and talented children may be “high flyers”, coasters or disaffected.

Talents within the school can be classified in one or more areas, such as:

- A) **Core** (English, Maths, Science, Religious Education)
- B) **Artistic** (Art, Design, Music)
- C) **Practical** (Design and Technology)
- D) **Languages** (Welsh, French)
- E) **Physical** (P.E, Dance)
- F) **Social** (Humanities)

**The school recognises that more able and talented children can fall into three broad categories:**

### **High achievers**

- Children who display a level of ability beyond that of their peers. They are highly motivated and thrive on different and challenging learning experiences

### **Underachievers**

- Tend to be withdrawn, shy members of the class who choose not to draw attention to themselves

### **Disaffected**

- Often engage in anti social behaviour as a result of poor motivation or lack of sufficient challenge. If educational needs are not met they can rebel against authority.

### **Identification Strategies:**

We are committed to identifying children in response to this policy’s definition on more able and talented, which will enable us to accurately identify the diverse range of abilities. This will be achieved by using a variety of strategies as part of the identification process. It is not intended to define a pupil as more able and talented based on the results of a single strategy, but rather, from a combination of any of the following:

- Examination results, including NC and other external test marks, school exams, a range of other national tests including CATs
- Teacher observation and nomination based on course work;
- Assessment of preferred learning styles based on Gardiner’s multiple intelligence theory;
- Pupil checklist of characteristics;
- Parent nomination based on skill, interests and abilities.

## **Roles and responsibilities**

The school recognises that successful provision for more able and talented children is dependent on partnership. We realise that all parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

### **Children**

- The school aims to provide a stimulating learning environment for all its children, this includes the more able and talented child;
- 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.

### **Parents/ carers**

- We want our parents/ carers to be aware that we are committed to meeting the needs of all our children;
- Parents of children who are more able and talented will be made aware of this and information on their child will be shared with them

### **More able and talented co-ordinator**

- The Co-ordinator will: set in place a register of More Able and Talented children;
- Monitor and track the progress of children identified;
- Lead staff discussion and raise awareness through effective INSET provision
- Liase with class teachers, subject leaders and the ALNCO
- Set up and manage a whole school resource facility to inform on recent materials, specialist facilities and share good practice
- Give advice and guidance on extending opportunities and linking to other agencies

### **Heads of Departments**

- The Head of Department will liase with the More able and Talented Co-ordinator over the early identification of more able and talented children in his/ her department;
- Each department will nominate a teacher with responsibility for more able and talented children

### **Teachers**

- Teacher should discuss the planning for these groups of children with the Co-ordinator so as to ensure (s)he meets their needs;
- A variety of teaching strategies should be used to meet the needs of more able and talented children.

### **Governors:**

- The governing body will be responsible for ensuring that this policy is fully implemented;
- A governor has been given specific responsibility for children who are more able and talented;
- The Annual Governors' Report to Parents will comment on the implementation of this policy.

**LEA Co-ordinator:**

- The LEA Co-ordinator will assist schools with their teaching of more able and talented children;
- The Co-ordinator will facilitate in- service training for schools and organise special events for more able and talented children

**Partnership and Communication:**

- All more able and talented children will be entered on the school and the LEA's more able and talented register;
- Where necessary and appropriate the school will link up with its cluster group, the LEA Co-ordinator, external providers and industrial links;
- The school brochure will contain a section on provision for more able and talented children

**Organisation:**

- The school's policy for more able and talented children will work within the framework of the curriculum policy;
- Teachers and children will share expectations for lessons;
- Staff will make flexible and efficient use of resources within and across departments;
- Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes;
- Teachers will use their assessments to inform future planning;

**Learning and Teaching:**

Teaching and learning strategies could include where appropriate:

- Varying groups to suit tasks;
- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Adopting a problem solving approach;
- Adopting a skills based approach;
- Setting where appropriate;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Consultation with LEA Co-ordinator;
- Use of more able and talented children as tutors and/or mentors
- Acknowledging children's success through displays / rewards / newsletters
- Encouraging identified children to share their expertise and skills, supporting others within and outside the classroom

**Monitoring and Evaluation:**

- All monitoring and evaluation should reflect the school's Self-evaluation procedures and monitoring and evaluation policy;
- The More able and Talented Children Register should be regularly monitored and reviewed by the co-ordinator;
- Children should be aware of testing data and review process so that they can be instrumental in setting their own learning targets;

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- The co-ordinator should liaise regularly with the governor with responsibility for more able and talented children;
- The governing body will comment in their Annual Review on progress and developments in implementing this policy.

### **Databases**

Staff will be asked to identify children who are more able/most able and /or talented, and register them on the school database. IEPs will not be required for the More Able, as their needs can be met through normal differentiated tasks when appropriate.

The More Able and Talented co-ordinator and the Headteacher should review this database regularly. Progress of all children should be monitored carefully to ensure that adequate challenge is provided in their area of talent. Details of children who are registered as Most Able and/or Talented will be collected and collated so that their progress can be tracked, particularly at the point of transition between key stages.