



# Policy for more able and talented pupils (MAT)

**Person responsible: Head teacher**

**Ratified by the governing body: Summer 2021**

**Date for review: Summer 2024**

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

**Reverend Anne-Marie Renshaw  
Chair of Governors**

It is the aim of Messing Primary School to treat all children as individuals and to foster their educational development to the full. Our motto 'Every child Every chance Every Day' is embedded in our school ethos and practice. We aim to provide a safe yet challenging educational environment which will stimulate the development of all students and enable them to maximise their potential.

This policy outlines the purpose, nature and management of the teaching and learning of more able and talented pupils at Messing Primary.

### **Aims**

Through the policy, we aim to ensure that we:

- To recognise the needs of MAT pupils within a framework of equal opportunity
- To adopt a personalised and varied approach with regard to meeting the academic, social and emotional needs of MAT pupils
- To implement the procedures and strategies that will address the needs of an identified cohort of MAT pupils
- To ensure that MAT pupils are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow
- To provide opportunities for MAT pupils to work at high cognitive levels and /or to develop specific skills
- To foster a culture of achievement by creating a climate of learning and excellence throughout the school
- To work in partnership with parents/carers to help them promote children's learning and development
- To make use of links with other schools and the wider community to enhance learning opportunities

### **Identification**

A range of information is used to support identification of MAT pupils. This may include:

- Analysis of information gathered during discussion with parents of pupils new to school.
- National curriculum tests.
- On-going teacher assessment.
- Information from the current and previous teachers.
- Classroom observations.
- Work scrutiny across the curriculum.
- Performance in extra-curricular activities.
- Performance outside of school e.g. involvement at a high level in a sports club.
- Observations of children, particularly during the foundation stage
- Outcomes of parent/guardian consultation process

### **What does More Able mean?**

The term 'More Able' encompasses children who show a particular skill or aptitude in one or more curriculum subject and are attaining above their 'Age Related Expectations'. The DfS defines the group as 'Children and young people with one or more abilities developed to a level significantly ahead of their year group'. This means they are doing better than the National Curriculum dictates for their age category. In every school there will be a group of children who require a greater

breadth and depth of learning activities than is normally provided for the usual cohort of learners. Within class, teachers provide exciting learning and extension activities challenging children to show mastery over their learning by applying their skills - often in a cross-curricular way.

In comparison with their peers, when engaged in their area of expertise, MAT pupils will tend to:

- show a passion for particular subjects and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- make connections between past and present learning
- work at a level beyond that expected for their years
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems

Talented refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art and music, but who does not necessarily perform at a high level across all areas of learning.

#### Monitoring Progress

- All class teachers are expected to monitor the progress of all pupils they teach including the MAT pupils.
- Half termly pupil progress meetings are used to track progress of individual pupils and identify where this needs accelerating in order that pupils meet their full potential.
- Outcomes of Pupil Work.
- Pupil perceptions and responses in the form of questionnaires and discussions.
- Monitoring of pupil achievement will be co-ordinated by the Headteacher in conjunction with subject leaders through monitoring of assessments.

The school's Equal Opportunities Policy will ensure that every child is considered irrespective of race, disability, religion, gender or belief.

#### **Principles of Teaching and Learning:**

The following strategies are applied as appropriate, depending on the individual learning needs of the pupil.

- Grouping by ability, so that more able and talented pupils can, from time to time, work together with others of similar ability; this will include working with older pupils, if appropriate.
- Working with pupils of the same chronological age so that they are part of a normal peer group;
- Help to establish relationships with peers, if appropriate;
- Working in mixed ability groups for some subjects where this is deemed appropriate;
- Using collaborative group structures;
- Acceleration, enabling the pupil to move through the curriculum at a faster rate;
- Opportunity to study with greater breadth, depth and pace. (Mastery)

***In-class strategies:***

- Teachers have high expectation, providing enrichment, challenge and extension opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks.
- Challenge by asking open ended questions and stimulate using a variety of learning styles.
- More able pupils are challenged within subject areas.
- Assessment for learning.
- Encouraging the advancement of independent research skills, e.g. project work.
- Providing challenging activities, including problem solving, investigation and creative work in any field.
- Pupils are encouraged to develop thinking skills – using problem solving, information processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills.
- Using approaches in a divergent way to encourage lateral thinking.

***Out-of-class strategies;***

At Messing Primary School we offer a variety of extra-curricular clubs, providing opportunities and experiences not available in the classroom.

The school provides enrichment opportunities including e.g. Sports taster days, a wide range of clubs, experts such as visiting artists and authors, opportunities to take part in competitions.

Pupils with particular musical talent are encouraged to perform in assembly and to have lessons with a specialist teacher.

School productions at various times of the year allow pupils to use acting, singing, speaking and other talents.

Visitors and visits to the theatre, museums, field work centres are organised to enrich the curriculum and stimulate specific interests and talents.

Special events such as school sports day and consortium sports meetings and competitions encourage pupils to be competitive.

Involvement in any local networks for more able and talented pupils.

**Links to Other Policies:**

This policy links closely to our policy documents for Curriculum, including National Curriculum subjects, and Personal, Social and Health Education (PSHE); Assessment; Teaching and Learning.