



PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



More Able and Talented Pupils MAAT

Mae disgyblion mwy galluog a thalentog

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Headteacher

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1. Aims

The purpose of this policy is to:

- Highlight the school's strategy in supporting pupils who have been identified as More Able and Talented (MAAT);
- Give guidance and strategies to areas and departments in order to support pupils ensuring they maximize their potential.

2. Identifying Pupils

2.1 Definition of More Able and Talented (MAAT)

The Welsh Assembly Government defines the more able and talented pupils in the following terms:

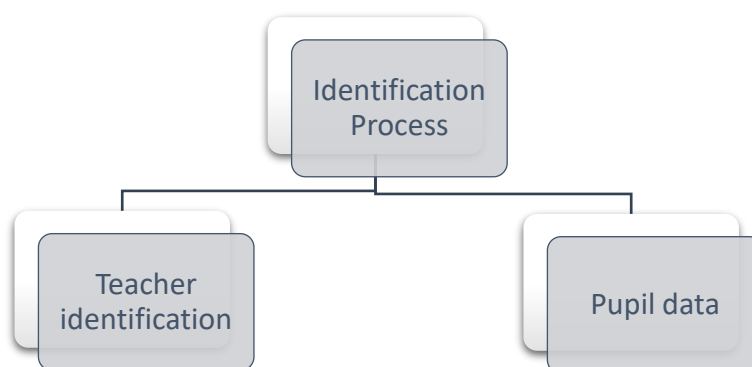
'In Wales the term "more able and talented" encompasses approximately 20% of the total school population, and describes pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners'

2.2 Who are our MAAT pupils?

MAAT pupils are those who have a CAT score of 120 and above in any of the three CAT tests this is approximately 20% of the cohort.

G&T pupils or exceptionally able pupils will be the top 2-5% of the cohort, scoring well over 120 in all CAT tests.

Talented pupils are those that have been identified as having a particular aptitude in the creative and performance areas of the curriculum, such as PE, Art, Music, Drama etc





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2.2.1 Pupil data

On entry into Year 7 pupils will be initially identified using the following data:

- CATs
- National Numeracy and Literacy tests
- Prior attainment and FFT data

As pupils progress through the school it may be more appropriate to use:

- Progress Checker
- End of year attainment
- End of Key Stage Teacher Assessments
- Year 10 pupils retake the CATS tests
- FFT data

All of this data is available for teachers on SIMS and the whole school tracking system.

2.2.2. Teacher identification

What defines a MAAT/ G&T pupil in your area? The following are examples of the attributes a pupil could possess in order to be highlighted as MAAT/ G&T:

- Imagination and creative flair
- Demonstrate a natural ability in the subject
- The ability to take on demanding tasks
- To be inquisitive and ask many questions
- Reason, argue and think logically
- Good awareness and use of appropriate language
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Think beyond the solution
- Learn and understand ideas quickly
- Quickly make connections between facts and concepts
- Work systematically and accurately
- Read widely (independently)
- Are self motivated
- Have the ability to transfer skills and knowledge from one subject to another
- Critically assess their own and their peers' work



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- Enjoy talking to teachers and peers about new ideas
- Relate well to others

For more information on how to identify pupils within your subject visit the QCA website or the Resources section of this policy.

2.3 Register of MAAT pupils

If a pupil has been identified as MAAT they will have an 'M' against their name, a 'G' for G&T pupils and talented pupils will be identified in a separate column on SIMS with the area of talent indicated. This is an evolving register and pupils can be both added and removed as they progress through school.

3. Provision

3.1 Within the classroom

3.1.1 Supportive learning environment

- Growth Mind-set
- Stimulating (music, Brain Gym)
- Promotion of high self esteem
- High challenge – low stress
- Motivating

3.1.2 The Bigger Picture

- Clear success criteria
- Connections to the 'real world'

3.1.5 Challenge

- Appropriate differentiation
- Pupils have the opportunity to use cross-curricular skills.
- Pupils use critical thinking skills
- Pupils have the opportunity to participate in activities that require the use of multiple intelligences
- Pupils are moved out of their 'comfort zone'
- Facilitating an independent teaching/learning environment

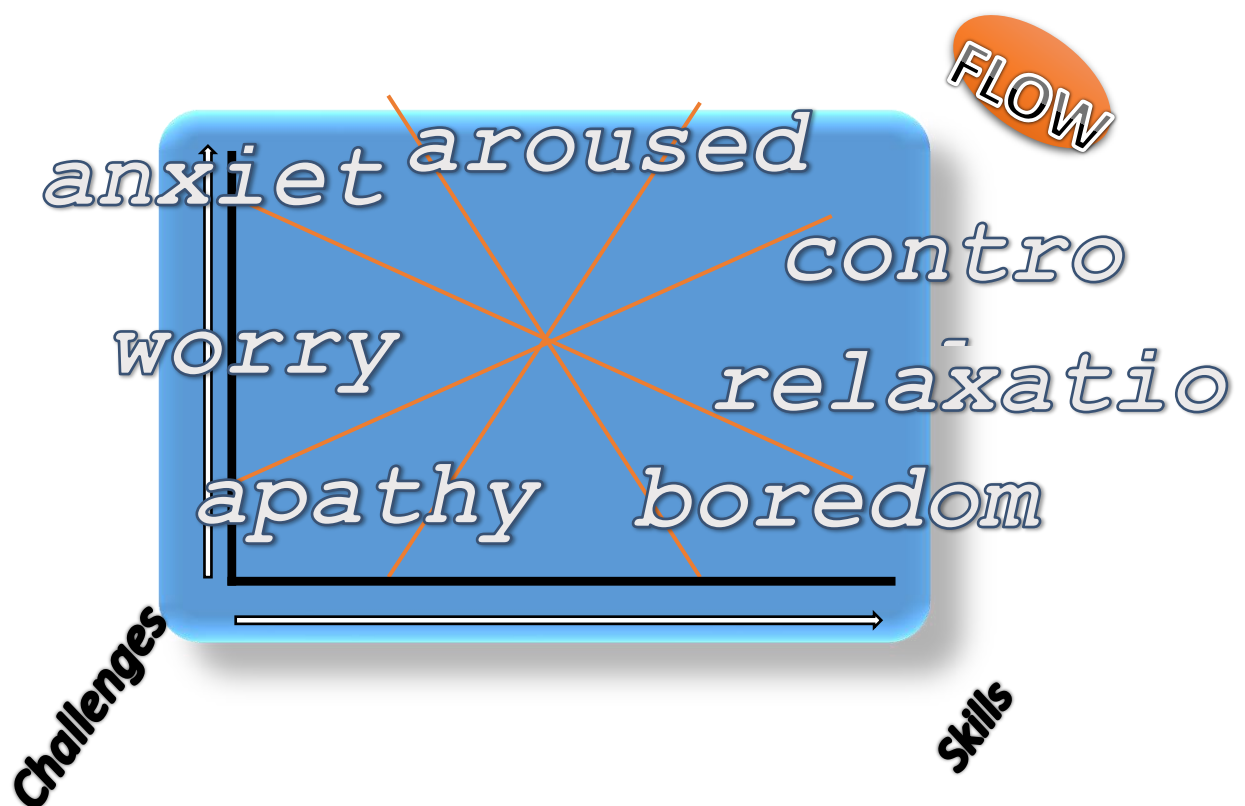


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- Whole school skills led Challenge projects. For example; 'What makes an exciting theme park?'; 'Speed, Distance, Time & Formula 1'; 'Flight'; 'Digital Era'.
- Pupils progressing on their own learning continuum
- Challenging opportunities outside of the classroom
- Range of activities
- Time for reflection

The following chart highlights the balance needed between challenge and skills.





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It is important that these pupils are stimulated with appropriately targeted activities in order for them to maximize their potential.

3.1.6 Feedback

- Formative and summative assessments
- Assessment for Learning (AfL) activities (see school ARR policy for more information)
- WWW & EBI peer & self-assessment
- Close the gap marking
- STAR tasks
- Electrotonic feedback through the use of the school's Virtual Learning Environments

3.2 Out-of-class activities

There are many ways in which pupils can be extended through out-of-class activities. It is suggested here that most of these activities would best be targeted towards Gifted and Talented pupils. Suggested activities could be

- Guest speakers-seminars
- Extra lessons for advanced work
- Pupils teaching pupils within the school or within the partner primary schools
- College and university visits or lessons
- Educational visits to industry, businesses etc
- Olympiads and competitions
- Weekend Workshops
- Discussion Groups (with Learning Coach)
- Mentoring (teacher-pupil or pupil-pupil)
- Debating Club
- Scholars Programme

It must be emphasised that these extension and enrichment activities must not replace enrichment and differentiation processes within the classroom.



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4. Curriculum Organisation

4.1 Classes

There is no evidence that MAAT pupils benefit more from mixed ability classes or from setted classes. It is the responsibility of each area to decide what best suits all pupils within their subject.

4.1.1 Programmes of Study

All areas follow the National Curriculum when planning programmes of study. All pupils experience a broad and balanced curriculum at Key Stage 3 ensuring opportunities for transference of knowledge, understanding and skills. At Key Stage 4 there is a broad and balanced option process with opportunities for pupils to choose subjects' specific to their own Individual Learning Pathways.

4.2 Staff responsible for MAAT (Overall – Dylan Lewis, Curriculum Coordinator)

- lead on the implementation of whole school policy
- liaise with subject colleagues to raise awareness of the needs of more able pupils and to plan for enrichment and extension
- identify more able pupils and sharing information with colleagues
- develop own expertise and leading on or arranging professional development for other
- link with partner schools to ensure effective transition of more able pupils
- liaise with parents, outside agencies, LEA
- oversee resources
- monitor and reporting regularly to the Headship Team and Governors.

4.2.1 Progress Managers

- Liaise with MAAT Coordinator, Area Coordinators and Subject Leaders in identifying and supporting MAAT pupils
- Regularly inform parents of the progress of their pupils
- Work with interested parties and the team around the child in implementing enrichment programmes

4.2.2 Area Coordinators and Subject Leaders

- Liaise with MAAT Coordinator. Progress Managers and subject teachers in identifying and supporting MAAT pupils



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- Implement an area policy on identifying and supporting MAAT pupils.
- Monitor the identifying and support of MAAT pupils within their areas

4.2.3 Subject Teachers and Learning Support Assistants (LSAs)

- Play an active role in identifying MAAT pupils within their subject areas.
- Engage interested parties in the planning of support and extension strategies within the classroom
- Monitor the progress of MAAT pupils using area and whole school tracking system

5. The Learning Continuum

Building on our strength of excellent transition links, Progress Managers will monitor information about MAAT pupils within our Partner Primary Schools. Area Coordinators will be supplied with information about:

- the levels of achievement and potential of all the learners they are going to teach;
- the work already covered;
- particular strengths and weaknesses;
- targets for further development.

6. Monitoring and Evaluation

6.1 Pupil progress

Pupil progress will be monitored using existing processes established within the school and subject areas (see Area Handbooks and whole school ARR policy)

By regularly 'Listening to learners', MAAT provision will be evaluated and pupils given the opportunity to feedback on programmes that they have participated in and give an input into developing the enrichment programme.

6.2 Area Monitoring

Areas will monitor the support structures and strategies for MAAT pupils using the existing school review processes and self-evaluation programme.



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7. Further Developments

- To develop a school to school MAAT programme by working with other comprehensive schools
- To use the Scholars Programme to deliver MAAT projects in Y7 and Y8 as well as Y9
- Increased enrichment programme for MAAT pupils
- Bespoke timetables for MAAT pupils