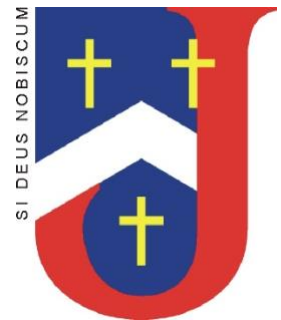


More Able and Talented (MAT) Policy

St. Joseph's RC High School

Ysgol Uwchradd Gatholig Joseff Sant

More Able and Talented (MAT) Policy



This policy was reviewed in March 2025 by Mr J Ryan

This policy was presented and accepted by the Governing Body on 27th March 2025

This policy will be reviewed March 2027 by Mr J Ryan

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1. Rationale

Our School Mission and Purpose states that we:

"exist to serve the Catholic community in providing an education for our young people within a faith environment, grounded in the vision of Jesus Christ. Our mission is to ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves and others and grow in the love of God. We aim to serve each other, the Church, parents/carers and the wider community."

Through our Mission Statement of "Serving God Through Learning Together", by teaching and following the Catholic Virtues, and by delivering on the Four Purposes of the new curriculum, we endeavour to provide all of our pupils with the opportunities to flourish in their spiritually, emotional wellbeing, and academic performance.

We want to:

- help our pupils to develop their skills and abilities in all areas
- provide teaching which makes learning challenging, engaging and enables all pupils to excel
- demonstrate our commitment to working for quality and equality of opportunity.

This policy for more able and talented pupils is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils, and underlines our commitment to providing an environment in which all pupils are enabled to realise their potential. This includes providing a sufficiently challenging curriculum for those who are more able.

2. Aims

This policy is intended to support the following aims:

- the raising of aspiration for all pupils
- high expectations of achievement for all pupils

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- greater enterprise, self-reliance and independence for all pupils
- skilled, well-prepared and informed teachers who have a perspective upon, and understanding of issues related to those pupils identified as more able, and are committed to developing pupils' full potential at all times
- lessons that stimulate, engage, challenge, inform, excite and encourage; that pupils, through partnership and dialogue with teachers and other pupils participate actively
- an entitlement beyond subject teaching, including preparation for adult life and the world of work.

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

3. Definitions

There are many definitions of 'More Able and Talented' but the following are generally accepted:

- more able learners are those who have exceptional abilities in one or more subjects in the statutory curriculum other than art and design, music, drama and PE
- talented learners have the ability to excel in practical skills such as sport, leadership and artistic performance. Such pupils may well follow a vocational training pathway to accreditation and employment.

The term 'more able and talented' is not to be understood as referring to the most able pupils in the national population, but the term should be viewed as relative as it refers to the top 5-10% of any school, regardless of the ability profile of pupils at the school.

Within St Joseph's RC High School, we recognise that the more able and talented pupils can be:

- high achievers in one area
- of high ability but have behavioural problems
- intellectually playful and imaginative
- opinionated and hold strong beliefs
- have a very extensive vocabulary
- be an underachiever.

We also recognise that the more able and talented pupils may be pupils whose needs, dispositions, aptitudes or circumstances require particularly perceptive teaching or support, including:

- girls or boys

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- pupils whose prior attainment may be different from other groups
- pupils for whom English is an additional language
- minority ethnic pupils
- looked after pupils
- pupils eligible for free school meals
- young carers
- pupils from low income backgrounds
- other vulnerable groups.

4. Identification

More able and talented pupils are identified by making a judgement based on an analysis of various sources of information –quantitative and qualitative including:

- test scores (NRNT results; CAT scores; FFT information; GCSE and AS results and ALPS information, internal tests and annual school examinations)
- teacher nomination (based on classroom observation, discussion with pupils and departmental colleagues, work scrutiny)
- recommendations from feeder schools
- predicted grades/results
- specific criteria developed by subjects or their professional associations.

In Years 7, 8 and 9, this information is gathered following NRNT tests and pupils are colour coded based on their results. Pupils may move between colours depending on performance when re-tested. The SEREN Foundation scheme is followed for pupils in Years 8 and 11, and the SEREN scheme operates for pupils in the Sixth Form. The SEREN Foundation Co-Ordinator and SEREN Sixth Form Co-Ordinator identifies pupils who are eligible based on:

- 6A* + grades at GCSE
- teacher recommendation
- NRNTs in Year 7.

5. Auditing MAT Provision and Evaluation

Through using the Goole Doc on More Able and Talented pupils, provision and evaluation of performance can be conducted on an annual basis. This can be by external verification of performance based against examination results for those in examination years. For pupils not in examination years, Heads of Department can audit and evaluate

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performance based on NRNT results, teacher professional judgement, and pupil self-assessment.

6. Organisational approaches and arrangements for co-ordinating provision

St Joseph's RC High School's strategies for co-ordinating MAT provision include:

- the appointment of a named individual, known as the More Able and Talented Co-ordinator, to champion the School's response to meeting the needs of more able pupils
- the development of independent learning by allowing pupils to organise their own work, carry out tasks unaided and become self-critical
- the provision of enrichment activities and tasks
- recognition, celebration and rewarding of the achievement of all pupils
- the effective assessment of pupils' potential and performance
- an awareness amongst all staff of their role in the identification of more able pupils and the need to make their work sufficiently challenging
- continuing professional development for staff that addresses the implications of more able pupils for their teaching, their department, and for the Leadership Team, and develops the teaching and learning styles that take account of differentiation, enrichment and extension.

7. Enrichment and Extension Activities

These are manifold, subject to change, respond to new directives and are therefore under continual review, yet the following should be, in some form, constant:

- Oxbridge practice interviews
- encouragement of pupils to enter local and national events and competitions
- summer schools/residential courses
- reading groups led by the librarian's reading club
- departmental MAT activities.

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Roles and responsibilities MAT Coordinator:

- to prepare, from department data, a register of the top 5-10% of each cohort year
- to categorise this information in a way agreed with the Leadership Team and to communicate back to HoDs
- to monitor the provision and progress made by this cohort on an annual basis
- to consider the list of identified pupils on an annual basis
- to access training for self and staff and ensure the professional development programme includes relevant aspects of more able and talented provision
- to liaise with Leadership Team
- to ensure the policy is implemented
- to oversee and, in some cases, provide enrichment and extension activities
- to generate enthusiasm for MAT in the School
- other aspects as detailed in the specification for the post of MAT Coordinator.

Heads of Department:

- to identify pupils who meet the MAT criteria in their subject(s)
- to pass these names on to the MAT Coordinator via the Google Doc
- to provide work that contains appropriate material for identified pupils
- to ensure their department teams know who has been identified as being more able
- to ensure the appropriate material is used by subject teachers
- to work with the MAT Coordinator to oversee provision
- to include items concerning the MAT cohort on meeting agendas.

The named governor for MAT can:

- raise the profile of the MAT programme amongst pupils, parents, colleagues and other schools in the area
- raise the status of the MAT Coordinator
- ensure funds from the school budget are allocated to MAT.