



MAT Policy

Children's Rights

Article 13: Your right to receive information.	Article 28: Your right to learn and attend school.	Article 37: Your right to be treated fairly.
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Introduction

At Ysgol Y Wern, our aim is to provide a curriculum that is appropriate to the needs and abilities of all our learners. We recognise that every learner is unique, demonstrating a range of intelligences and abilities. We plan our teaching and learning so that every learner can develop academically, socially and spiritually. We respect the right of every learner in our school, regardless of ability, to benefit from a broad range of learning experiences and to develop the knowledge, skills, understanding and attitudes necessary to prepare them to become responsible adults and succeed in life. Our school aims include valuing the success of all our learners and using a variety of teaching and learning methods that provide equal opportunities for everyone. They also reflect our commitment to giving learners every opportunity to achieve the highest standards. At Ysgol Y Wern, we strongly believe that provision for meeting the needs of More Able and Talented (MAT) pupils benefits all learners

Definition

The term 'More Able and Talented' includes pupils who are able within the curriculum and talented in specialist areas. The term 'more able' refers to pupils who are academically more capable across the curriculum. The term 'talented' refers to those who demonstrate

exceptional talent in one or more specific areas such as sporting ability, musical talent, leadership, or interpersonal skills. Identifying more able and talented learners is linked to the school context, and every school will have a group of learners who require greater breadth and depth in their learning activities

MAT Policy

At Ysgol Y Wern, 'More Able and Talented' learners are identified as being above the core level of the class in core subjects or in creative and musical areas, representing approximately 20% of the class or around 6 learners in a class of 30 (although every learning group is different).

These learners may excel in one or more areas. 'Highly Able and Talented' (HAT) learners are those achieving exceptionally beyond the attainment of other pupils. These pupils are not necessarily present in every class. They may be described as the top 2%, although they may not necessarily be present in the school at any particular time.

Objectives

Through this policy we aim to:

- Ensure that we recognise and support the needs of our More Able and Talented learners.
- Enable More Able and Talented learners to develop academically, creatively, socially and spiritually.
- Provide opportunities for learners to lead their own learning.
- Ensure that we challenge and extend learners through the work we set.
- Encourage learners to think and work independently.
- Use appropriate assessment of learners' abilities and needs.
- Work with other agencies that may assist in learners' development.

Identification

The school uses assessment data, teacher nomination, observations, learner reflection, parental information and self/peer identification to determine inclusion on the MAT register.

MAT (20%)	HAT (2%)
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Personalised assessments 115+	Personalised assessments 125+
Internal assessments above the majority of the class	Internal assessments significantly higher than the rest of the class
Consistently performing at the highest level within the class	Performing at levels increasingly above class expectations
Able to communicate ideas at a deeper level than most of the class	Teacher nominations
Able to reflect on their progress, respond to feedback, and identify and act upon ways to improve	Able to reflect on their progress, respond to feedback, and identify and act upon ways to improve
Parent Input	Consistently independent in their work and able to seek further challenges to extend their learning
Staff observations and reflections	Able to communicate ideas at a highly sophisticated level, evaluating and weighing information
Self and peer identification	Self and peer identification

We respect the rights of all learners in our school, regardless of age, ability, gender, ethnicity, religion, achievement, or learning barriers, to access a wide range of learning opportunities and to develop the knowledge, skills, understanding, and attitudes necessary for self-fulfilment and their eventual development into active and responsible adults. The names of More Able and Talented learners are recorded on our MAT register so that their progress can be specifically tracked. Learners may be added to the register at any time, as talents may become evident as the year progresses. Once identified, learners will remain on the register unless they no longer meet the nomination criteria. Names will not be removed entirely but instead retained on a shadow register. The register is updated and reviewed by staff three times a year. This information, together with teachers' professional judgment, is used to create a register of talented pupils. The school continuously tracks learners on the register to ensure sustained progress. If concerns arise regarding progress, professional discussions

between the Senior Leadership Team and class teachers determine next steps and follow-up provision for those learners.

Provision

Teachers plan carefully to meet the needs of More Able and Talented learners. Our aspiration is to ensure every lesson provides challenge for our pupils. Effective differentiation is evident in lessons, and we plan from the top down to ensure there is no ceiling on achievement. More often than not, tasks are differentiated at various levels. Our mathematics lessons are differentiated into 'Her wych, Her fendigedig, Her anhygoel,' with pupils having a voice in choosing the level of challenge they undertake depending on their understanding. This positively impacts learners' growth mindset in mathematics and demonstrates learners' metacognition and understanding of their own learning. Learners are aware of their individual targets, and activities are planned to enable them to achieve these targets. Targets are updated regularly. A range of activities is planned to support MAT learners, and the school proactively seeks experiences, workshops and sessions to challenge learners further. Three times a year, these learners' progress is reviewed through progress meetings. We ensure they are making consistent progress and receiving the appropriate level of challenge to achieve expected progress or better.

Classroom Strategies

- Help learners identify what they already know and what/how they can learn.
- Build on prior knowledge and avoid unnecessary repetition.
- Develop independent learning skills, particularly research, questioning and thinking skills.
- Provide opportunities for independent learning and individual learning approaches.
- Allow different starting points.
- Set open-ended tasks.
- Ask open-ended questions following Bloom's Taxonomy guidance.

- Encourage imaginative and creative work.
- Allow time for extended tasks and individual interests.
- Vary grouping arrangements: working in groups of similar ability and mixed-ability groups.
- Encourage learners to explain how they have learned something.
- Value and reward quality.
- Provide opportunities for educational visits that enrich teaching and learning.

The school also offers a variety of extracurricular activities for learners. These activities provide opportunities for More Able and Talented children to extend their skills across a wide range of areas. Opportunities include a variety of sports clubs, drama activities, Eisteddfod activities, Coding Club, Eco Club, School Senedd and performing in school services and within the local community.

Roles and Responsibilities

The MAT Coordinator is Miss Elen Reader, with Mrs Elin Pierce-Confrey acting in a shadowing role. Alongside the Senior Leadership Team and class teachers, they have overall responsibility for coordinating the identification of MAT learners, maintaining records, developing policy, curriculum development, teaching and learning, home-school partnerships, whole-school provision, tracking progress, their own professional development, and liaising with the governor responsible for MAT provision. The class teacher has primary responsibility for the progress of all children, including those who are more able and talented. The teacher may raise any concerns regarding a child's progress or the provision required with the MAT Coordinator.

Transfer and Transition

Effective transition between classes depends upon effective communication systems. Teaching and support staff hold transition

meetings to share relevant information concerning the achievement levels and targets of the More Able and Talented learners they teach; work already completed; work requiring future planning; preferred learning styles; ineffective learning approaches; individual strengths and weaknesses; any creativity and initiative demonstrated; and targets for further development. Pupil data is discussed and shared, and learner progress is reviewed as part of the transition process. We work very closely with all secondary schools to ensure effective transfer of information regarding More Able and Talented pupils

Monitoring and Reviewing the Policy

This policy will be monitored throughout the year by the MAT Coordinator through discussions with staff, learners and parents. The policy will be reviewed annually by the MAT Coordinator, Senior Leadership Team and the nominated governor responsible for MAT provision and will be updated in response to any guidance provided by the Welsh Government and the Local Authority. The provision register will be reviewed by class teachers alongside the MAT Coordinator. All parents will receive information about their child's progress through parents' meetings.