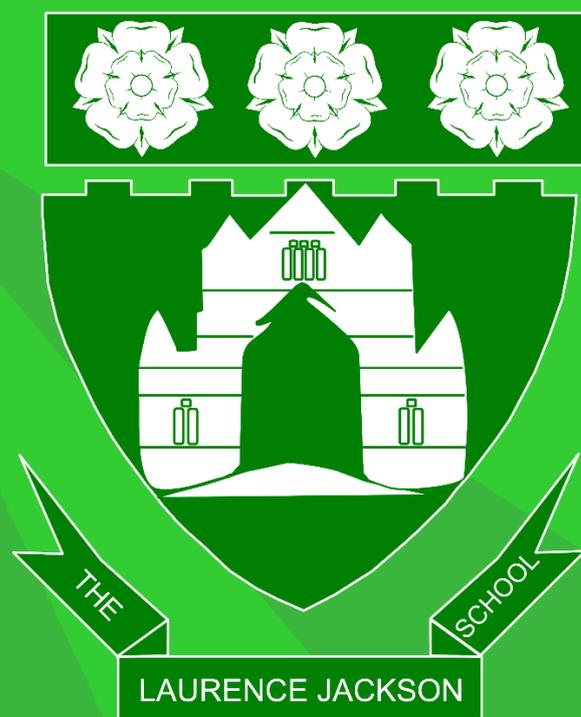


MOST ABLE & TALENTED STUDENTS



Next Review: November 2020

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Aims

In general terms the school's aims for Most Able and Talented (MAT) pupils are the same as those for any other group of pupils. The main aim for MAT pupils, however, is to **provide an environment in which it is possible for them to fulfil their potential** through the provision of a suitably differentiated or extended curriculum.

Definition

Pupils who are talented are a group whose special educational needs were implicitly recognised in the Warnock Report (1978) and the subsequent Education Act (1981). A MAT pupil is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

- physical talent
- artistic talent
- mechanical ingenuity
- leadership
- high intelligence
- creativity

(Eric Ogilvie, 1973)

It is worth remembering that such pupils can be:

- good all-rounders
- high achievers in one area but unexceptional or even below average in others
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able with short attention span often related to emotional or behavioural difficulties
- very able with poor social skills
- keen to disguise their abilities

(Deborah Eyre, 1993)

The above list is, of course, not exhaustive and pupils may display exceptional abilities in a wide number of areas.

Identification

No one method of identification can be entirely accurate. The school therefore endeavours to obtain as much information about pupil's ability from a wide range of different sources. The methods employed in identifying such pupils are as follows;

- **Analysis of information from primary schools**

- a. Key Stage 2 National Test / Teacher Assessment Results;
- b. Reading and spelling ages;
- c. Information supplied by primary colleagues concerning individual pupils that is collected through the induction programme as well as primary-secondary subject liaison group meetings.

- **Testing**

- a. Key Stage 2/3 National Test Results/teacher assessments including overall points scores.

- **Subject specific criteria**

Departmental internal assessments providing normative and summative measurements of a pupil's ability.

- **Teacher**

A teacher's professional judgment of a child's ability based upon their classroom interaction and

observation as well as discussions with colleagues may form the basis of identification of MAT pupils. In general MAT pupils may display some of following behaviours;

- Has a rich vocabulary and can communicate using a range of speech patterns
- Has an ability to understand and communicate a wide range of thinking ideas
- Asks probing questions
- Is able to work independently in a sustained and purposeful way
- Shows perseverance and concentration
- Displays extensive general knowledge and interest in the world
- Shows social maturity and self confidence
- Thinks and learns quickly
- Has a vivid imagination
- Has a distinctive sense of humour
- Relates new work to previous knowledge and is able to make links and draw conclusions
- Learn more quickly than others in the group
- Have very retentive memories and enquiring mind
- Concentrate for long periods on subjects that interest them
- Enjoy problem solving, often missing out the intermediate stages in the process and making original connections
- Set high standards for themselves

- **Parent**

Teacher consultation with parents/guardians and/or parental concern may be a factor in identifying such pupils.

Provision

A wide range of enrichment and extension opportunities are available to pupils. These include;

- a. Departmental policy documentation and Schemes of Work give details of the criteria used to identify and cater for the needs of MAT pupils.

- b. Discrete pastoral care, when required, on an individual basis with the provision of a mentor as required;
- c. Recognition, rewarding and celebration of achievement;
- d. Encouragement to participate in local enrichment activities along with pupils of similar abilities e.g. Master Classes;
- e. Extra curricular provision;
 - Instrumental lessons provided by specialist peripatetic teachers with the opportunity to play in both the school and County orchestras;
 - Involvement in the school's annual productions and various theatre trips;
 - Participation in a wide range of sporting clubs and teams with the opportunity to play at school, county or national levels. Pupils are encouraged to participate in local clubs to take advantage of the facilities offered;
 - Gallery visits for talented Art students;
 - Active encouragement of MAT pupils to enter in local and national tests and competitions of all kinds; e.g. Maths Challenge, Manufacture Challenge etc.;
 - A wide range of extra curricular clubs and activities are available e.g. Merrill Club, choir, ICT, chess, library access at lunchtime for private study and research etc.;
 - A wide range of visits, local, national and international are provided.

Responsibility for coordinating and monitoring and evaluating progress

- **Heads of Faculty / Head of Department**
 - a. The production of subject specific criteria for the identification of MAT pupils
 - b. Promoting an awareness amongst staff of their role in the identification of MAT pupils based on specific subject criteria;
 - c. To inform the MAT Co-ordinator of those pupils identified in the audit and to monitor pupils potential and performance;
 - d. Provide Schemes of Work that contain enrichment/ extension activities and to monitor and evaluate provision for MAT pupils at least once a year;
 - e. Promote an ongoing programme of INSET for staff which addresses the implications for MAT pupils for individual subject areas and teaching and learning styles that take account of differentiation, enrichment and extension.
- **MAT Co-ordinator**
 - a. To collect and collate a register of MAT pupils from subject areas;
 - b. Liaise with Heads of Year and SENCO before providing all staff with a register of those pupils identified;
 - c. Interview a selection of MAT pupils who are identified across a wide range of different subjects and those who are identified in a single subject to gain pupil's perspective;
 - d. Liaise with external support agencies, where appropriate