



JEDDAH PREP AND GRAMMAR SCHOOL

More Able and Talented (MAT) Policy

Rationale

At JPGS we believe that all pupils with particular abilities and talents need access to a broad, balanced and challenging curriculum opportunities to enable them to reach their unique potential. This is achieved by offering a curriculum and extra-curricular activities which extend and enrich learning, promote high aspirations and excellent attainment.

We also believe that extending the thinking and learning of our more able and talented constitutes good practice for all pupils when pitched at the appropriate level of challenge, thus raising standards overall.

Aims

- To develop a range of learning and teaching strategies that extend and support pupils' development.
- To develop a curriculum that extends and enriches the learning experiences of this particular group of pupils.
- To establish a range of procedures to identify more able and talented pupils.
- To work effectively in partnership with pupils and parents/ carers to develop individual learning programmes.
- To develop further, extra-curricular enrichment to support more able and talented pupils.
- These will be available to all learners.
- In order to achieve these aims, we aim to create a learning culture which:
 - Values learners' own interests and styles of learning.
 - Encourages independence and autonomy.
 - Supports learners in using their own initiative.
 - Encourages learners to be open to ideas and initiatives presented by others.
- Encourages connections to be made across subjects and aspects of the curriculum.
- Links learning to wider applications.
- Encourages the use of a variety of resources, ideas, methods and tasks.
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage.

More able pupils (20%) would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges.

Most able pupils will be working at two levels above the majority of pupils in the class and would sometimes require additional and different provision.

Talented pupils demonstrate an innate talent or skill in creative or sporting fields

Talents can be in one or more areas, such as:

- core subjects
- specific curriculum subjects
- organisational ability
- leadership
- creative
- thinking skills
- social skills

Responsibilities

The school recognises that successful provision for more able and talented pupils is dependent on partnership. All parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

Pupils

The school aims to provide a stimulating learning environment for all its pupils, this includes the more able and talented child;

More able and talented pupils will be asked to set their own high achieving learning targets and will be provided with differentiated work to meet these targets.

More able pupils are those who are achieving or have the potential to achieve a level substantially beyond the rest of their cohort in one or more areas of the curriculum.

Talented pupils have the ability to excel in practical or creative skills in subjects such as Art, PE and Music.

Characteristics of MAT Pupils

The table below highlights some of the characteristics of MAT pupils. Please note that this list is a guideline and by no means extensive nor conclusive.

- Extremely wide general knowledge
- Ability to speak at length
- Dedication, focus, curious and inquisitive
- Lateral thinking
- Ability to ask probing questions
- Ability to find different ways of doing a task

Identification of MAT Pupils

More able and talented pupils are identified by making a judgment based on an analysis of both quantitative and qualitative information:

- Internal teacher assessments
- Progression Test data
- Checkpoint examination outcomes
- CAT scores (Cognitive Ability Tests - baseline assessments, carried out in Year 7 and 9)
- ALIS data (A Level information system - carried out in Year 12)
- Subject referrals - drawing upon attainment data and natural aptitude through formative assessment

Role of MAT Coordinator(s)

- Develop and maintain a MAT register, updating when necessary
- Maintain an overview of all MAT provision across the Grammar school
- Liaise with HODs when appropriate to ensure that subject-specific identification and provision is in place
- Provide staff training and updates
- Mentoring MAT pupils, getting to know their individual needs and guiding them to suitable activities and opportunities
- Contacting parents and keeping them informed of opportunities and progress
- Monitoring the progress of MAT pupils through assessment data
- Recognition and celebration of MAT pupils' achievements

Role of Departments and Class Teachers

- Draw up a subject specific MAT criteria for identification
- Contribute to the identification of MAT pupils through HODs

- Ensure that MAT pupils are stretched and challenged during lessons
- Audit the current provision for MAT pupils in departments

Date of Issue: March 2022	Reviewer: Headmaster, SLT, MAT Coordinator
Date for Review: March 2024	Approved: Board of Governors