

CROESYCEILIOG SCHOOL

YSGOL CROESYCEILIOG



“Learning, Respect, Ambition”

“Dysgu, Parch, Uchelgais”

More Able and Talented Policy

Head teacher/Prifathrawes: Mrs N Richards

Woodland Road

Croesyceiliog

NP44 2YB

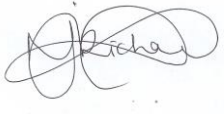
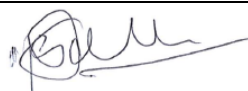
Tel: 01633 645900

“At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.”

Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Author	Croesyceiliog School
Consultees	Teachers, pupils and parents/carers of Croesyceiliog School
Name of school staff responsible for maintaining this policy	Mrs N Richards
To be read in conjunction with	
Date Policy formally approved by Governing Body	September 2025
Review Date	September 2026
Signed (Head Teacher)	
Signed (Chair of Governing Body)	

More Able and Talented Policy

1. Rationale

At Croesyceiliog School we passionately believe that every pupil should be given the provision and opportunities to allow them to flourish and achieve their full potential in every aspect of school life. At our school we are blessed with many pupils who are academically able and those who show talent in a variety of different activities including sports, drama, art and music. As a school, we are committed to ensuring that these pupils are stretched and challenged in their particular talent to ensure that they are able to reach their maximum potential.

2. Aims

This policy aims:

- To develop a consistent whole school philosophy for meeting the needs of MAT pupils.
- To develop a broad, varied and innovative curriculum which provides opportunities for MAT pupils to develop to a very high level in academic, sporting, creative and technological skills.
- To create stimulating and challenging learning experiences that promote pupils' independence, problem-solving, decision-making, thinking and collaboration skills.
- To create a culture of high expectations of pupils' achievement.
- To use a range of creative strategies to challenge and extend pupils' learning including high quality questioning which probes and challenges pupils' thinking.
- To provide opportunities for enrichment activities that enhance the teaching and learning for MAT pupils.
- To work effectively in partnership with children and parents/ carers to develop individual learning programmes.

3. Identification

The school recognises, in line with WAG guidance, that:

“The term MAT encompasses approximately 20% of the total school population and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas.”

Approximately 2% of pupils may be described as “exceptionally able”.

Identification of MAT pupils will be ongoing throughout the school year through the use of both quantitative and qualitative data. The following information will be considered when identifying MAT pupils:

- ‘The Croesy’ Standard and expected outcomes
- National Reading and Numeracy test results
- GL Assessments
- Teacher recommendation (Departmental Referral)

- Transition information

The table below shows a starting point of the academic data that will be used as a baseline criteria for MAT (Academic) pupils. Pupils however do not need to hit every criteria to be included:

YEAR GROUP	LEVEL	NNT/NRT	'CROESY' STANDARD	GCSE TARGET
7	MAT	>115 IN AT LEAST 1 TEST	5	
	EXCEPTIONAL	>125 IN AT LEAST 1 TEST WITH >115 IN ALL 3	5	
8	MAT	>115 IN AT LEAST 1 TEST	5	
	EXCEPTIONAL	>125 IN AT LEAST 1 TEST WITH >115 IN ALL	5	
9	MAT	>115 IN AT LEAST 1 TEST	5	
	EXCEPTIONAL	>125 IN AT LEAST 1 TEST WITH >115 IN ALL	5	
10	MAT	>115 IN AT LEAST 1 TEST		A
	EXCEPTIONAL	>125 IN AT LEAST 1 TEST WITH >115 IN ALL		A*
11	MAT	>115 IN AT LEAST 1 TEST		A
	EXCEPTIONAL	>125 IN AT LEAST 1 TEST WITH >115 IN ALL		A*

This is not an exhaustive list of criteria, but builds consistency in the identification of academically MAT pupils.

For talented pupils in the school, the following identification criteria will be used but again is not exhaustive:

Curriculum Area	Criteria
Sport	Representative honours (International/National/Regional).
Drama	Natural flair for drama, outside productions, theatre groups.
Art	Natural flair for art/photography – potential to achieve 5 on 'The Croesy' Standard/A*/A at GCSE.
Music	Talented musician/singer – Graded musician.

4. Curriculum Provision

The curriculum is designed to ensure that MAT pupils are taught in the same classes for all of their subjects. High expectations of achievement throughout will also mean that pupils are exposed to higher level work at all stages to ensure that they achieve their full potential.

The provision of challenging activities, inside and outside of the classroom, must be at the core of the education we offer to MAT pupils. All pupils are provided with a full and balanced school and curriculum experience. We believe that all pupils should have an inclusive experience of formal and informal/enrichment opportunities. Some key principles in subject planning:

- Stage not age
- Extension and enrichment activities
- Extra-curricular provision (lunchtime/after school/educational/University visits)
- Values pupils' own interests and styles
- Encourage independence and autonomy
- Support pupils in using their own initiative
- Encourage pupils to be open to ideas and initiatives presented by others
- Encourage connections to be made across subjects and aspects of the curriculum
- Links learning to wider applications
- Encourage the use of a variety of resources, ideas, methods and tasks
- Involves pupils in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group etc
- Encourages pupils to reflect on the processes of their own learning and understand the factors that help them progress.
- Seren programme supporting and encouraging learners to attend events e.g. STEM.

The highest achieving 12 pupils from year groups 7 – 10 will also participate in the Scholar's Program through 'The Brilliant Club'. This provision will involve research and the writing of an academic report which will be assessed against the Key Stage above their current stage.

MAT Register

All pupils identified as MAT will be recorded on Classcharts and SMID. This will include MAT pupils and Exceptionally Able pupils and will also include their specific ability and/or talent to support the planning for departments and for extra-curricular activities A register will be made available to all staff. Parents will be notified and will be encouraged to attend engagement evenings at the school.

5. Roles and Responsibilities

Croesyceiliog School recognises that successful provision for more able and talented children is dependent on partnership. Everyone involved has specific roles and responsibilities.

5.1 Pupils will....

Pupils are required to work hard at all times and engage with all opportunities offered in order to achieve their full potential. They need to take an active role in their assessment data and identify areas in which they need to improve in order to meet their targets.

5.2 The MAT Coordinator will...

The Coordinator will create and manage a register of More Able and Talented children and will monitor and track the progress of children identified. The MAT co-ordinator will lead staff discussion and raise awareness through effective INSET provision and will liaise with class teachers, subject leaders, and ALNCo. The MAT co-ordinator will also give advice and guidance on extending opportunities and linking to other agencies to departments and teaching staff. The MAT co-ordinator will also monitor the quality of the provision for MAT pupils to ensure high quality provision at all times.

5.3 School Governors will...

The governing body will be responsible for ensuring that this policy is fully implemented. A link governor will be given specific responsibility for children who are more able and talented. The Annual Governors' Report to Parents will comment on the implementation of this policy.

5.4 Parents will...

Parents need to be made aware that their child has been identified as a MAT pupil and take an active role in their child's provision through attendance at engagement evenings and monitoring performance through school reporting systems. Parents also need to support and nurture pupils to ensure that workload and stresses are managed, with school alerted if there are any concerns.

5.5 Leaders of Phase and Leaders of Faculty will...

The Leaders of Phase and Leaders of Faculty will liaise with the More able and Talented Coordinator over the early identification of more able and talented children in his/ her department. Each department should nominate a teacher with responsibility for more able and talented children.

5.6 School staff will...

Teachers should discuss the planning for these groups of children with the Co-ordinator and with Leaders of Phase and Leaders of Faculty so as to ensure (s)he meets their needs. A variety of teaching strategies should be used to meet the needs of more able and talented children.