



## MAAT Policy (Most Able and Talented)

	Reviewed:	1/9/25
	Next Review:	Autumn 2027
Mr M. Frew	Chair of Governors	<i>Morrison W. Frew.</i>
Miss K. Lawlor	Headteacher	<i>K S Lawlor</i>

## **1. Aims**

The purpose of this policy is to:

- Highlight the school's strategy in supporting pupils who have been identified as More Able and Talented (MAAT).
- Give guidance and strategies to areas and departments in order to support pupils and achieve their full potential.
- Provide MAAT learners will multiple opportunities both inside and outside of their classroom to maximise their progress.

## **2. Identifying Pupils**

### **2.1 Definition of More Able and Talented (MAAT).**

The Welsh Assembly Government has defined the more able and talented pupils as those who “require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils...the term ‘more able and talented’ encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills.” (WAG, *Meeting the Challenge*, 2008)

### **2.2 Who are our MAAT Pupils?**

#### **2.2.1. MAAT Pupils at Key Stage (KS)3**

MAAT pupils in Y7, 8 & 9 were identified using at least two of the following criteria:

- 115+ in MIDYIS testing in Y7 (as mentioned in the Welsh Government's “Review to Identify”, 2015).
- Scorer in the top 30 for the National Literacy Tests (to be reviewed at the end of each year).
- Scorer in the top 30 for the National Numeracy Tests (to be reviewed at the end of each year).

Note: Those who are “exceptionally gifted” would score 120+ in Midyis and be in the top 10 for both the Numeracy and Literacy tests.

#### **2.2.2. MAAT Pupils at KS4**

Those pupils that were identified as MAAT on the Y9 register will continue to be on the MAAT register at KS4. Pupils will be monitored through end of topic tests in classes, reviews and reporting. These will be updated throughout their time in KS4, identifying pupils who have a number of Target Grades which are A\*.

#### **2.2.3 MAAT Pupils at KS5**

MAAT pupils at AS level were identified using the following criteria:

- 7 or more A\* at GCSE (in line with the identification process for the Seren Programme).
- Previous identification (at KS4)

MAAT pupils at A2 will be those that were identified as MAAT on the AS register.

#### **2.2.4 Gifted & Talented Pupils**

Talented pupils are those that have been identified as having a particular capability in the creative and performance areas of the curriculum, such as PE, Art, Music, Drama etc. If a student has been identified in a subject and is placed on the gifted and talented register, they may be removed if they no longer study the subject as part of their KS4/KS5 curriculum. Students who compete or perform at a high level outside of school (e.g. international level in sport) will remain on the gifted and talented register irrespective of whether they study that particular subject at GCSE/A Level. These are identified through the use of the letter “M” during our review of pupil performance. This will allow subject specialists to identify if the pupil is Gifted and then allow further stretch and challenge to take place in and out of the classroom for the pupil.

#### **2.2.5 Pupil data for reviewing MAAT provision**

Upon entry into Year 7 pupils will initially be identified using the following data:

- National Numeracy and Literacy tests
- Midyis scores.

As pupils progress through the school it may be more appropriate to use:

- Termly performance grades made by subject teachers
- Yearly performance in National Numeracy and Literacy tests
- End of year assessments
- FFT data
- ALPs data.

#### **2.2.6 Teacher Identification in individual subjects**

MAAT/G&T pupils may possess the following traits:

- Imaginative and creative flair
- Demonstrate a natural ability in the subject
- The ability to take on demanding tasks
- To be inquisitive and ask many questions
- Reason, argue and think logically
- Good awareness and use of appropriate language
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Think beyond the solution
- Learn and understand ideas quickly

- Quickly make connections between facts and concepts
- Work systematically and accurately
- Read widely (independently)
- Are self-motivated
- Have the ability to transfer skills and knowledge from one subject to another
- Critically assess their own and their peers' work
- Enjoy talking to teachers and peers about new ideas
- Relate well to others.

### **3. Provision**

#### **3.1 Curricular Provision**

Each subject area holds subject-specific skills required in order to be considered MAAT/G&T. Heads of Department are responsible for developing Schemes of Work that challenge pupils within these areas.

##### **KS3**

- Year 7 are banded within the Autumn Term following subject assessments.
- Years 8 and 9 are banded according to ability.
- Pupils have the opportunity to participate in the "Fab Club" a literacy club led by Julie Bowen.
- Selected MAAT pupils in year 7 & 8 participate in the 'Scholar's Programme' in the Summer Term. (Budget Dependent)
- Year 8 & 9 pupils offered early insight into the SEREN programme through recorded seminars and guest speakers throughout the year.

##### **KS4**

- Pupils are banded in Core subjects.
- Additional Maths offered.
- Additional revision sessions around examination seasons to help pupils achieve the highest grades at GCSE.
- Pupils are challenged within individual subject areas.
- Pupils gifted in languages were offered the opportunity to work with Bishop Gore to learn Latin over 2 years remotely.

##### **KS5**

- Pupils receive guidance upon admission with regards to options and future accessibility to University courses.
- Pupils are challenged within individual subject areas.
- Opportunities to participate in both the Seren Network.
- Engineering scheme (partnership between the Physics Department and Swansea University).

#### **3.2 Extra-Curricular Provision and Opportunities**

There are a wide variety of extra-curricular initiatives open to all pupils for those who choose to develop themselves in a wider context. These include:

- **Sports events at school, County and National level including:**
  - Traditional team sports
  - Traditional individual sports
  - Minority sports teams
  - Minority individual sports
- **Opportunities in Music:**
  - Tuition for a range of instruments
  - Orchestra
  - Choir and group singing
  - Musical productions
  - Opportunities for public performances
- **Opportunities in Drama:**
  - School productions
  - Opportunities for public performances
- **Additional opportunities such as:**
  - French Club
  - Pupil Newspaper
  - Lego robotics programming
  - Christian Union (linked to Big Questions)
  - Science Club
  - Textiles Club

#### **4. Monitoring and Evaluation.**

Pupil progress will be monitored using existing processes established within the school and subject areas. The process and provision of this support should be monitored by Curriculum, Year Team and Leadership Team staff within their own areas of the school. All Curriculum Areas will continually update Schemes of Work in light of national directives and continue to focus on extending all pupils wherever possible.

Pupil voice will be used to obtain feedback from any MAAT programmes pupils have participated in (e.g. The Scholars Programme), and to evaluate future developments for enrichment (e.g. Fab Club or AOLE Challenge Opportunities).

#### **5. Key websites/readings related to MAAT**

- <https://www.nace.co.uk/blogpost/1764156/329179/New-Curriculum-for-Wales-four-questions-for-MAT-provision>
- <http://matwales.org/>
- [https://gov.wales/sites/default/files/publications/2018-11/meeting-the-challenge-quality-standards-in-education-for-more-able-and-talented-pupils\\_0.pdf](https://gov.wales/sites/default/files/publications/2018-11/meeting-the-challenge-quality-standards-in-education-for-more-able-and-talented-pupils_0.pdf)
- <https://dera.ioe.ac.uk/25313/1/160106-mat-report-en.pdf>

***Appendix 1 – What extra support should MAAT & G&T pupils receive? All teachers should aim to provide pupils with:***

- Challenging lessons
- Shared success criteria that allows for exceptional progress
- Challenging questions
- Differentiated tasks/questions
- Imaginative homework tasks
- Extension work
- Extension questions
- Extra support through individual discussions or interventions
- Access to resources and literature that stretch and challenge
- Praise and feedback (a lot of more able pupils will be perfectionists and often feel that their work is not good enough)
- Independent learning opportunities
- Learning opportunities away from the curriculum

Gowerton School also offers MAAT pupils:

- Study sessions
- Educational trips/visits
- Leadership opportunities
- Team building opportunities
- Extra courses to deepen and broaden education and career opportunities such as the Mullany Programme