



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

# GREENFIELD SCHOOL POLICY

## More able and talented

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**' Opening Doors To The Future '**  
**' Agor drysau i'r dyfodol'**

**Date:** January 2024

## MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date: .....

Headteacher

Signed: ..... Date: .....

Chair of Governors

**Review Date:** January 2026

## Our Vision

### 'Opening Doors To The Future'

#### Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





#### Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

#### We Value

- Communication
- Kindness
- Creativity
- Respect
- Well-being
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

<b>Ambitious Capable Learners</b> 	<b>Healthy Confident Individuals</b> 	<b>Enterprising Creative Contributors</b> 	<b>Ethical Informed Citizens</b> 
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## **More Able and Talented –**

This school provides an environment in which all young people are encouraged and supported to achieve their maximum potential. We recognise that pupils have different abilities, talents and learning needs and we plan and organise the formal and informal curriculum to meet these and to raise standards for everyone. This policy focuses on the particular needs of our more able and talented pupils.

**Definition:** The term ‘More Able and Talented’ in Greenfield School is used to describe pupils who require enriched and extended opportunities in one or more areas. Ability and talent may be shown in many different ways including academic, practical, and creative, social, musical and in sports. By improving the quality of learning and opportunities for more able and talented pupils we raise standards of achievement for all pupils.

**A whole school approach:** We have a supportive, person-centred ethos which promotes high self-esteem and which aims to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences.

**The formal curriculum:** Greenfield have developed planning documentation for each AOLE. This documentation informs detailed lesson planning to ensure every pupil is challenged through differentiated activities and learning outcomes. Work in ability-linked groups is used whenever appropriate. Extension and enrichment work is provided to extend the more able and pupils are carefully monitored and assessed to ensure progress is being made. Our pupils are encouraged to learn through a range of opportunities to develop skills-based learning and independent learning skills.

Where applicable pupils can work towards gaining ABRSM, Trinity College of Music and Rock School grade examinations.

**The informal curriculum:** This school promotes and encourages a range of opportunities and activities which support and extend learning and the development of talents and abilities. These include developing personal skills and social responsibility through class responsibilities such as appointing School Council members, Welsh language leads, ‘Cryw Cymraeg’, and digital leaders within many classes throughout the school. Pupils with an interest or talent in music and a range of sporting activities are encouraged to develop these and represent the school at local and national events.

More able pupils have responsibility for leading a wide range of extra-curricular clubs including sports clubs, art clubs and personal interest activities. The expectation is that club leaders’ mentor and act as positive role models for others.

**Identifying more able and talented pupils:** A wide range of qualities, characteristics and processes contribute to high potential and achievement. Identification necessarily involves a range of strategies and a dynamic process which is continuous and flexible. We are mindful of the problems associated with labelling of pupils.

### **In this school identification strategies will include:**

- **Teacher assessment:** teachers use information from a range of sources including observation, formal and informal testing/assessment, feedback from other teachers, dialogue with pupils and parents;
- **Self and peer identification:** pupils are encouraged to identify their interests, capacities and learning needs and to celebrate their strengths and abilities. The celebration of achievement forms a regular part of our school life. We involve pupils in the process of self-evaluation and provide opportunities for them to express their views about their achievements and experiences and how well these meet their learning needs;
- **Parental involvement:** we welcome an open dialogue between the school and parents and carers. The quality of this communication has a direct impact on the well-being of learners and parents are encouraged to take every opportunity to discuss their children’s needs. Our policy is to ensure that a wide range of evidence is used to contribute to identifying ability and talent in particular areas.

## **Strategies to enhance opportunities for all pupils which benefit more able and talented pupils**

These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and grouping/target grouping;
- Setting where/if appropriate for intervention groups (LLC/ M & N/ digital competence)
- Opportunities to focus on particular activities to develop knowledge and skills;
- Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including digital competence provisions;
- Supporting peers/younger pupils in particular areas of work/activity;
- Opportunities beyond the classroom, out of school hours learning opportunities;
- Partnership working with other schools, colleges and businesses, engaging in cooperative activities with other organisations, providing social networking opportunities for pupils;
- Mentoring and pastoral support;
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.
- Links with 14-19 Pathways to offer inclusion to identified MAT pupils including BTEC and skill-based courses.
- Links with Merthyr Tydfil College to offer inclusion and taster courses.

## **Monitoring and Review**

This school recognises that provision needs to be dynamic and flexible to meet changing needs. This policy will be reviewed and up-dated annually in the light of feedback from teachers, pupils and parents.