

# Ysgol Golwg Pen y Fan



## More Able and Talented (MAT) Policy

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Signatures:

Chair of Governors: \_\_\_\_\_

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## **Contents**

1. Introduction & Rationale
2. Definitions
3. Aims & Objectives
4. Identification Strategies
5. Provision
6. Growth Mindset & Wellbeing
7. Roles & Responsibilities
8. Partnership with Parents
9. Monitoring & Review
10. Equal Opportunities
11. Welsh Government Guidance Documents

## **Introduction & Rationale**

This policy sets out our approach to supporting More Able and Talented (MAT) learners at Ysgol Golwg Pen y Fan. It aligns with the principles of Curriculum for Wales, ensuring that all learners make progress towards the four purposes. We are committed to providing challenge and enrichment opportunities for learners who demonstrate high ability or talent in one or more areas.

We believe that our School should provide teaching that makes learning challenging and enjoyable, with all pupils achieving their full potential. Within the resources available to us, we endeavour to help all pupils develop their individual skills and abilities intellectually, physically, artistically and creatively. This policy outlines our practice for working with More Able and Talented (“MAT”) pupils and illustrates our commitment to them.

## **Definitions**

MAT pupils are those who demonstrate a significantly higher level of ability and/or potential than most pupils of the same age in any of the following:

- Academic and curriculum abilities
- Sporting Talents
- Musical Talents
- Artistic Talents
- Performing Arts
- Practical Skills
- Strong leadership, team working, and entrepreneurial skills

Without applying rigid classifications, we use the term “Able” for children achieving above expected level in core academic subjects (typically standardised test score of 120+). “Talented” refers to children showing particular skill in other attributes.

MAT pupils are not necessarily good all-rounders; they may be:

- High achievers in one area but moderate in others
- Very able but with low motivation or poor social skills
- Keen to disguise their abilities

### **MAT Pupils and Additional Learning Needs**

The Welsh Government defines More Able and Talented learners as those who demonstrate significantly higher ability than most pupils in one or more areas of learning. Approximately 20% of learners may require enriched provision.

Although MAT pupils require additional educational provision, they are not classed as having ALN as defined by Welsh Government. However, a pupil may be MAT and also have ALN needs addressed under the ALN Policy.

### **Aims & Objectives**

- Early identification of MAT learners
- Provision of appropriate challenge and enrichment
- Development of the whole child, including social and emotional wellbeing
- Partnership with parents and carers

### **Identification Strategies**

Identification is a continuous process using a range of evidence including formative and summative assessments, baseline assessments, teacher observations, CAT scores, work scrutiny, and parental input. We avoid rigid labels and focus on potential.

### **Whole School Provision Strategies**

- Involve MAT pupils, especially those with talent for leadership, teamwork and entrepreneurial skills, in extended decision-making for example in producing newsletters or organising charity events or doing special tasks as members of the committee structure.
- Celebrate achievement, including MAT excellence in each of the fields summarised at section 2.1 above
- Generate cross-curricular projects, which offer pupils more choice and responsibility
- Provide a flexible organisation, offering opportunities for MAT pupils to work independently or with older pupils of the same ability
- Provide appropriate resources for excellent achievement
- Encourage all pupils to become independent learners
- Create an ethos where pupils feel good about achieving excellence
- Opportunities to celebrate and share outcomes and success e.g. assemblies, displays, newsletters and social media where permission is given

In-class strategies include differentiation by content, task, outcome, and independence. Beyond the classroom, opportunities include clubs, competitions, residential trips, masterclasses, and ICT-based learning.

### **Growth Mindset & Wellbeing**

We promote a growth mindset culture, encouraging learners to embrace challenges and persist in the face of setbacks. Wellbeing strategies include fostering resilience, confidence, and positive attitudes to learning. We use NACE guidance to ensure holistic support for MAT learners.

### **Roles & Responsibilities**

- MAT Coordinator: Oversees policy implementation and maintains the MAT register.
- Class Teachers: Differentiate and provide challenge within lessons.
- Governors: Monitor and review MAT provision.
- Parents: Support learning at home and collaborate with school.

### **Partnership with Parents**

We work closely with parents to share information, provide guidance, and involve them in decision-making. Regular communication ensures a collaborative approach to supporting MAT learners.

### **Monitoring & Review**

The MAT register and policy will be reviewed annually. Progress of MAT learners will be monitored through assessment data, observations, and feedback.

### **Equal Opportunities**

We are committed to an inclusive approach, ensuring that all learners have equal access to opportunities regardless of background or circumstance.

### **Welsh Government Guidance Documents**

- Curriculum for Wales Guidance: <https://hwb.gov.wales/curriculum-for-wales>
- More Able and Talented Guidance: <https://gov.wales/more-able-and-talented-learners>
- NACE Guidance: <https://www.nace.co.uk>