

**Abertillery**  
Learning Community



**MORE ABLE AND TALENTED (MAT) POLICY**

Policy:	More Able and Talented (MAT)
Age Range:	3-16
Type:	Non-Statutory
Sub Committee:	Standards and Progress
Governing Body Approval:	25 <sup>th</sup> March 2026
Review Date:	March 2027
Staff Lead:	Mrs S. Hegarty, Mrs J. Davies, Mrs L. Tudge, Mr J. Winship

## Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
2.0	<ul style="list-style-type: none"> <li>Annual Review</li> <li>Staff Lead</li> </ul>	4 <sup>th</sup> February 2026	25 <sup>th</sup> March 2026	March 2026
1.0		2 <sup>nd</sup> October 2024	11 <sup>th</sup> December 2024	October 2025

# Review

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## Monitoring, Evaluation and Review

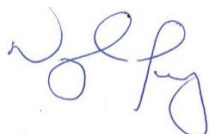
The Deputy Headteacher, will annually review this policy and make any further recommendations to the Governing Body.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 25<sup>th</sup> March 2026

## **Vision Statement**

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At Abertillery Learning Community, we believe that all learners should have their aspirations raised, their potential realised and their futures secured. We ensure this is achieved by creating an inclusive learning community that celebrates the uniqueness of all learners. The school will provide stimulating and challenging experiences through a broad and balanced curriculum and offer quality learning opportunities that focus on the particular needs, interests and talents of our children. We are committed to identifying and meeting the needs of all children as early as possible to enable them to achieve their full potential including our More Able and Talented (MAT) learners.

## **Meeting the Challenge**

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### **Estyn**

There is no universally-agreed definition of learners who generally would be recognised as more able. In Wales, the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The term 'more able and talented' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity.

### **WAG 2008**

"Ability and talent can manifest itself in many ways, e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards of all pupils. Research shows that schools that focus on the needs of more able and talented pupils improve the quality of learning and raise standards of achievement for all pupils".

## Aims and objectives

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Our aims are to:

- Identify our MAT learners and ensure that we recognise and support their abilities and talents;
- Develop a curriculum that extends and enriches the learning experiences of MAT learners which is guided by the Curriculum for Wales;
- Create a culture which enables MAT children to meet their full potential;
- Promote individualised/personalised approaches to learning which centre around the interests of our MAT learners (learners leading learning);
- Enable MAT learners to be fully involved in how and what they learn;
- Foster effective relationships with all stakeholders including linking with other agencies who may provide further opportunities, support and resources for MAT children.

## Definition of More Able and Talented (MAT)

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In Wales, we will use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. In every school there are more able and talented pupils who are more able across the curriculum as well as those who show talent in one or more specific areas.

- **More able:** learners who achieve, or have the ability to achieve, above the expected level academically in one or more AoLE and higher grades at GCSE. (The higher grades at GCSE refers to A/A\*).
- **Talented:** students who show ability or a particular talent in one or more specific areas such as music, drama, art or sport.

At Abertillery Learning Community, Talented students should have the opportunity to demonstrate and celebrate their talents, whilst at the same time being supported, challenged and extended further in their area of talent.

More Able and Talented students may meet the criteria for one or more fields and will come from a wide variety of backgrounds.

## Abertillery Learning Community MAT identification criteria

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Abertillery Learning Community recognises that successful provision for More Able and Talented learners is dependent on clear identification criteria and effective partnership with all stakeholders. We ensure the identification process is rigorous, transparent and fair.

The names of learners identified as MAT are recorded in a MAT register which will be reviewed twice annually but can be updated at any time. Pupils remain on the list unless they cease to fit the criteria. The MAT register will track MAT learners from 3-16 for the duration of their enrolment at Abertillery Learning Community.

Identification of More able learners include the use of;

- Results of statutory tasks and tests
- Results of whole school assessment processes
- Teacher identification

<b>Area</b>	<b>More able</b>
<b>Personalised assessments (year 2 and above)</b>	115+
<b>CATS (year 2 and above)</b>	115+
<b>Spelling</b>	+18 months
Reading (Reception - year 2)	+12 months
Reading (year 3 - 11)	+18 months

Identification of talented learners includes the use of;

- Teacher identification
- Peer nomination
- Parent nomination \*\*
- Links with outside agencies e.g. clubs, teams

\*\* The opinions of parents are highly valued and will be taken into consideration but will not be the sole method of identification. All parents consider their child to be special and believe that s/he is displaying exceptional ability but the school often recognises that ability to be similar to that displayed by many other children.

<b>Area</b>	<b>Talented</b>
<b>Extra-curricular interests (specified)</b>	For example: County / district level sport Participation in performances, events at local and regional level Music/drama/dance board examinations
<b>Personal skills e.g. leadership, debating skills, creative, artistic, etc</b>	Teacher recommendation Parent/peer nomination

## Effective Relationships with all Stakeholders

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### Learners

- Abertillery Learning Community aims to provide a stimulating learning environment for all its learners and this includes the more able and talented learner.
- Learners from PS2 upwards will be able to nominate their peers who they feel meet the 'Talented' criteria

### Parents/Carers

- Parents and Carers will be made aware of our MAT Policy
- Parents/Carers of learners who are identified as MAT will be made aware of how their child's needs are being met and of relevant opportunities throughout the academic year
- Parents/ carers will be encouraged to take responsibility for supporting their child's learning outside of school.
- Parents/carers will be able to nominate children who they feel meet the 'Talented' criteria

### Class Teachers

- Class Teachers are responsible for identifying MAT learners and updating the

### MAT register

- Class Teachers will ensure they provide challenging, engaging learning opportunities that meet the needs of the identified MAT learners
- Line managers and Progression step/Faculty leads will be aware of MAT learners within their team and will discuss them with Class Teachers for example during PPDs.
- Class Teachers, line managers, and Progression step/Faculty Leads will signpost MAT learners to relevant extra-curricular opportunities and resources. Learners and their families will be supported and encouraged to access these opportunities and resources.

## The Governing Body

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- Provide clear advice and guidance on which the school can base a strategic MAT plan that meets the requirements
- Appoint a member of the governing board who will take a strategic interest in More Able and Talented learning and encourage employer engagement
- Make sure that a range of education and training providers can access MAT learners across 3-16 to inform them of opportunities to develop their skills and knowledge in a variety of areas
- Make sure that details of our school's MAT programme and the successes of our MAT learners are published on the school's website
- Ensure that each AoLE, across 3-16, has appropriate provision for all identified learners to stretch and challenge them.

## Teaching and learning

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At Abertillery Learning Community, we aim to develop a curriculum that extends and enriches the learning experiences of MAT learners which is guided by the Curriculum for Wales. Teaching and learning strategies could, where appropriate, include:

- Setting and streaming
- Effective differentiation
- Working with older learners for some AoLEs
- Extension opportunities/Acceleration
- Learner initiated opportunities
- Effective questioning and thinking skills techniques including Bloom's Taxonomy
- Targeted use of support staff
- Adopting a problem-solving approach
- Adopting a skills-based approach
- Awareness of learning styles
- Allocating specific responsibilities to MAT learners
- Visits by experts/links with outside agencies such as Universities, Colleges, Industry and other schools
- Consultation with the LA co-ordinator and link governor
- Use of MAT learners as mentors
- Acknowledging learners' success through displays, rewards, letters, the school website, presentations
- Encouraging identified learners to share their expertise and skills, supporting others within and outside the classroom.

## Responsibilities

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The MAT strategy will ensure:

- MAT learners are identified and the register is kept up to date;
- The needs of our MAT learners are met;
- The progress of MAT learners will be monitored and discussed during pupil progress dialogues;
- Staff will be provided with support and training with the identification of MAT learners and how to meet their needs

## Transition

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- Transition opportunities will be in place for MAT learners.
- Effective communication systems will ensure MAT information is passed on to relevant teachers and progression step/faculty leads.
- Parents and carers will be informed of lower to upper school transition processes for MAT learners.
- Effective assessment tracking procedures will ensure teachers and progression step/faculty leads are aware of MAT learners' progress and targets during the transition process.

## Monitoring and evaluation

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- This policy will be reviewed throughout the year by the Senior Leadership team.
- Termly Pupil progress meetings with class teachers will enable the MAT register and provision to be updated.
- Parents of MAT pupils will be kept up to date through parent meetings and information on the website or via ParentMail.