



MAT POLICY

Date	Review Date	Approval Date	Changes
May 2018	May 2021		

Hook Infant School

More Able & Talented (MAT) Child Policy

At Hook Infant School, we believe that every child has an entitlement to a appropriate curriculum that challenges and enriches their intellectual abilities. They should have support, guidance and encouragement in order to fulfil their potential. We view all learning experiences as an opportunity for spiritual, moral and cultural development and through our enrichment activities; we aim to help children develop a more reflective approach to life by fostering their curiosity, imagination, insight and intuition.

Aims

1. To have a designated co-ordinator whose responsibilities include the oversight of issues relating to MAT children and liaising with their parents and teachers where appropriate.
2. To identify children who are more able or talented within the school.
3. To provide opportunities that stretch all children through deeper learning and enrichment activities.
4. To develop the MAT children's knowledge, skills and abilities further through challenging and enjoyable learning opportunities.
5. To provide and develop resources to support the learning of MAT children.
6. To view each child as an individual and be concerned for their personal, social and intellectual development.

Definitions

More Able Children – A group of children (possibly 10%) who demonstrate high levels of attainment i.e. above national average, in one or more academic areas of the curriculum.

Talented Children – A group of children who excel at non-academic areas of the curriculum;

Identification

The identification of MAT children is used to ensure effective provision to meet their needs and ensure that they reach their full potential. By identifying a More Able or Talented pupil and their particular area(s) of strength teachers can assess their needs, which in turn informs planning of work, experiences, pace, rigour and challenge.

Identification methods and tools used include:

- Ongoing teacher observations and formative assessment
- Foundation Stage Profile scores
- Record keeping and tracking systems of summative assessments
- Work sampling and moderation
- Parental information

As a school, we recognise that children progress at different rates over time and may move on and off the register throughout their schooling. Parents will be informed if their child is being tracked on the school's MAT Children Register through parent evening meetings and within their child's end of year report.

Provision

The needs of MAT children will be met primarily through the delivery of an appropriately challenging curriculum. Further strategies include:

- Differentiation of tasks within lessons
- Enhancement and extension activities
- Problem solving and investigation tasks to develop reasoning and thinking skills
- Providing opportunities for creative and productive thinking
- Use of challenging and open-ended questions
- Individual or group activities with the Able Child Learning Support Assistant
- Enrichment activities
- School Clubs

Evaluation

The register for MAT children will be reviewed on a half-termly basis by the Class Teachers (in conjunction with the MAT LSA where necessary). Records will be maintained by individual Class Teachers and the MAT LSA and stored centrally by the MAT Coordinator. Group activities and provision will be reviewed on an on-going basis by the MAT Coordinator.

Transition

MAT Children's records will be passed on by their current Class Teacher to their new Class Teacher during the transfer of information period at the end of each academic year.

Liaison meetings will take place with the Junior School staff at the end of the Summer Term, before the children begin Year 3.

Reviewed and Revised May 2018

Signed:.....*Accumov*.....
Chairman of Governing Body, Hook Infant School

Date:.....*16th May 2018.*.....

Date for review: May 2021

School Identification Checklist

Name:	Date of birth:						
Class:							
Outline main areas of ability: Please use terms drawn from the definitions in this checklist:							
(Where 7 is high and 1 is low)	1	2	3	4	5	6	7
1. Displays good reasoning and deductive skills.							
2. Approaches problems logically – thinks analytically and uses algorithm easily.							
3a. Processes information easily and is able to memorise quickly.							
3b. Learns easily, has quick recall of factual information.							
4. Able to select and retain significant information.							
5. Shows originality of thought and inventiveness in response to open-ended questions or activities.							
6. Keen and critical powers of observation.							
7. Displays superior language development and uses wide vocabulary. Is articulate and fluent.							
8. Works independently to a high standard.							
9. Expresses own ideas and selects ways of working.							
10. Shows curiosity in new subjects and topics.							
11. Confident when faced with unfamiliar work.							
12. Displays inventiveness in design and construction. Shows mechanical ingenuity.							

Personality Characteristics:

(Where 7 is high and 1 is low)

	1	2	3	4	5	6	7
1. Versatile, inquisitive and responsive to new ideas.							
2. Mature for age.							
3. Emotionally stable and confident, shows resilience.							
4. Popular with peers.							
5. Relates easily to children							
6. Relates to adults.							
7. Displays a good sense of humour.							
8. shows understanding beyond that normally expected for age.							

Additional Teacher's Comments:

Identifying a Talented Child
Hook Infant School

Name:

Date of birth:

Class:

PE		Art & Design	
Shows stamina		Original interpretations of well-known situations	
Is graceful		Critical thinker	
Is flexible		Can explain their opinions	
Is well coordinated		Takes risks	
Has excellent gross and fine motor skills		Well motivated	
Has a high degree of fitness		Self-motivated	
Shows strength		Thinks 'beyond the box'	
Shows agility		Approaches problems in unconventional ways	
Has a competitive nature, is determined and focused		Makes unconventional connections	
Has outstanding sport-specific skills		Finds more than one solution to a problem	
Can focus upon their own goals		Shows self-belief	
Shows controlled aggression		Has a prevalence to work at home on school inspired ideas	
Has good spatial awareness		Shows a well developed imagination in all areas	
Has an outstanding sense of balance		Challenges the norm	

Additional comments:

Performance Arts		Leadership & Social Awareness	
Is able to express themselves, ideas & emotions through movement		Is an encourager; motivates & inspires others	
Is able to express themselves, ideas & emotions through music		Is able to organise small groups, utilising their strengths	
Has good spatial awareness		Is aware of others' needs	
Has considerable auditory awareness		Has self-awareness	
Is able to express themselves, ideas & emotions through imagery		Is self-confident	
Has a well-developed sense of perspective		Has an enlarged sense of justice/ a sense of fair play	
Is graceful		Shows good time management	
Has a well-developed sense of rhythm		Is calm	
Has a well-developed sense of pitch		Expresses themselves clearly	
Can retain tunes within their head		Is a decision maker and takes charge	
Is able to use colour for impact		Delegates diplomatically	
Is well coordinated		Organises	
Is self-critical		Is nurturing	
		Is a mediator and willing to compromise	
		Is able to negotiate and mediate for others & themselves	
		Recognises that social situations may involve winners & losers	

Additional comments: