

More Able and Talented Pupils in Wales

'We can, and will, support all our young people to make the most of their potential.'

Education in Wales, Our National Mission – Ministerial Foreword



Since the release of our first guidance document, the new draft curriculum has been published for each of the six Areas of Learning and Experience. It is crucial now to reflect on the What Matters statements in the context of the progression steps, which illustrate and represent what pupils will be able to do as they progress through the curriculum. With a sharper sense of the opportunities that the new curriculum presents, we are further developing an articulation of how the progression steps can be used as planning tools for challenge, breadth and excellence for more able learners, across the six AOLEs and also encompassing the four purposes of the curriculum.

In this, our second update to schools, we highlight the important focus of the wellbeing of learners that must lie at the very core of our mission to enable excellence for pupils. We also provide information on the forthcoming professional learning offer that will consolidate both existing good practice and research conclusions, on how to lead this significant agenda within our schools.

The 12 Principles of Pedagogy that underpin the new curriculum are rich exemplifications of the wide range of teaching and learning strategies that all pupils will benefit from, and future guidance will develop some aspects of these principles into practical and easily-accessible strategies that will be impactful within the classroom.

Professional Learning Offer

The first guidance document set out the need for professional learning to run alongside and support developments in line with the national guidance.

In 2018/2019, each region trialled approaches to professional learning focused on the development of provision for more able and talented learners. Effective aspects of each will be taken in order to develop a range of national professional learning approaches delivered regionally.

At the heart of this approach are the principles of school to school collaboration. Schools identified across each region will play an important part in the development and delivery of this professional learning approach.

The national programme will be rolled out Spring 2020.

Wellbeing

Schools and settings should ensure that teachers are providing high quality teaching and learning experiences with a clear focus on differentiation and enrichment for our more able pupils within the classroom. This should ensure specific and targeted support is in place for more able learners who can identify as being more vulnerable. Such support should include:

- Excellent quality of teaching and learning
- Classroom learning interventions to support high aspirations, enrichment or specific skills development
- Engagement with pupils through pupil voice, authentic involvement in learning and decision making
- Coaching or mentoring to support learning or aspirations
- Peer group opportunities inside or outside school
- One to one tutoring or counselling – constant encouragement and 'can do' attitude reinforcement
- External expertise to support enrichment or exceptional needs
- Additional Information, advice and guidance resources from partner agencies
- Engagement support and advice available to parents/carers

The story so far ...

'Education in Wales, Our National Mission', has set a challenge for schools to improve leadership and provision for more able and talented pupils, all within the context of a new curriculum. In our first guidance document released in May, we asked schools to reflect on their current effective practice in meeting the needs of more able and talented pupils and posed a series of questions for schools to consider.

Alongside this, we worked with a range of key partners to update the definition of a More Able and Talented Pupil. This will support teachers in identifying More Able and Talented learners.

The term More Able and Talented is used in Wales to describe pupils with abilities developed to a level substantially ahead of their peers or with such potential. These pupils may require enriched and extended opportunities within the classroom as well as across all areas of their education, in order to develop their abilities across areas of learning and experience.

The national guidance will consist of:

- ◆ guidance to secure effective leadership
- ◆ a national definition to support the identification of MAT learners
- ◆ guidance on identifying, assessing and tracking MAT pupils
- ◆ strategies to develop excellent teaching and learning MAT-learners
- ◆ support for the wellbeing of MAT learners
- ◆ links to the Seren Foundation and Seren Academy
- ◆ Examples of research findings and ACTION research in order to improve the quality of teaching and learning.

The next communication will provide:

- ◆ an update on the developing professional learning offer
- ◆ a timeline for the development of this work

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More
Able and
Talented


Regional School Improvement Consortia
Consortia Gwella Ysgolion Rhanbarthol


Central South Consortium
Consortium Canolbarth y Dwyrain


GWE
The Gwent Education Trust


ERW
The Education Research Wales


EAS
Education Action South Wales