



COLEG Sir Benfro
Pembrokeshire COLLEGE



PEMBROKESHIRE COLLEGE

More Able and Talented (MAT) Strategy



Think MORE
Learn MORE
Be MORE

1.



Introduction

The College has, since 2011, delivered a More Able and Talented (MAT) Programme for its Level 3 learners which has aided and supported our learners to achieve entry to Oxbridge, Sutton Trust top 13/30 and Russell Group Universities. As a College we have also been a pivotal lead in the development of the Pembrokeshire county wide MAT programme and more latterly an executive member of the Pembrokeshire and Carmarthenshire SEREN Hub. Since 2013 the College has been fully involved and supported learners from vocational areas to achieve success in WorldSkills competitions.

In compliance with Welsh Government Guidance 'More Able and Talented Learners' - Guidance for the Further Education Sector in Wales - October 2016, the College has revised its programme and developed this strategy to outline its provision and support of all its learners.

2.



Definition of MAT in Further Education (FE)

In compliance with Welsh Government Guidance the College defines MAT as:

'Learners who demonstrate, or who have the potential to demonstrate exceptional ability and talent, in one or more aspects of their learning, and who aspire to excel.'

This definition was developed by the MAT working group of which the College's Designated Senior Person (DSP) was a part. It reflects the diversity and context of the FE sector and is inclusive in its approach.

3.



The College's Institutional Approach to MAT

The College has a strong commitment to ensuring that MAT learners achieve their potential, with the Corporation Board and the Senior Leadership Team providing clear leadership and expectation as to the direction of this Strategy. The College's aim is to maximise all our learner's aspirations, through our culture of 'Think more. Learn more. Be more.'

The College has supported a wide range of more able and talented learners from its academic areas in terms of MAT, SEREN, STEM, Humanities & Social Sciences and Enterprise which has aided learners to achieve entry to Oxbridge, Sutton Trust, 13/30 and Russell Group Universities. The College has also been a pivotal lead in the development of the Pembrokeshire county wide MAT and Pembrokeshire/Carmarthenshire SEREN Hub. In addition, the College has supported a wide range of more able and talented vocational learners to achieve success in WorldSkills competitions, the Eisteddfod, entrepreneurial activities and many Sporting achievements through our Sporting Academies.

An annual report of the outcomes and progress of the MAT learners is presented to the Corporation Board and the ALC Committee.

4.



Strategic Objectives for the College's MAT Programme

The College will:

- Encourage and support more able and talented learners who demonstrate outstanding practical, academic, creative, sporting, or leadership abilities;
- Establish and consistently implement a comprehensive process for identifying every learner's potential, and ensure that it is implemented consistently across the institution;
- Work with partners to ensure that relevant and challenging opportunities are available for all our learners;
- Provide professional development and guidance for all staff to help them identify and support our learners to reach their potential;
- Provide appropriate resources to aid and support the College's MAT Learners to achieve excellence and be aware of the opportunities they will have access to; and
- Ensure that learners have access to diverse and inspirational models of success.



The College has strong and established partnerships with regards to MAT activity with: HE institutions, Pembrokeshire and Carmarthenshire Local Authorities, Pembrokeshire Vllth Forms, Coleg Sir Gar and the wider FE sector, Villiers Park, the Open University, Horizons Wales, UCAS, Sutton Trust, SEREN, Ian Warwick – London Gifted and Talented, Fulbright Commission, WorldSkills, Inspirational Speakers and Alumni.



The More Able and Talented Programme is strategically led by the Interim Principal, who is supported by a Steering Group which comprises of key Managers and staff who co-ordinate, deliver and oversee MAT activity.

A steering group has been established by the Interim Principal to review and establish a comprehensive programme of MAT, enrichment and enterprise activities and the College has developed a programme Disglair/Disglair+ which has been incorporated into all curriculum areas.

The Steering Group oversees the strategic/operational direction of the MAT Programme. The terms of reference, membership, roles and responsibilities are detailed below.

Terms of Reference are to:

- Encourage learners to 'Think more. Learn more. Be more.';
- Agree the College's annual Disglair Programme for its academic and vocational learners;
- Agree which learners qualify to be participants of the Disglair/Disglair+ and SEREN Programmes;
- Monitor the progress and achievement of the participants of the MAT Programmes;
- Agree appropriate resources to support the MAT and Enrichment Programmes eg. STEM, Humanities & Social Sciences, Enterprise, bursaries and the allocation of other resources including sponsorship via College and SEREN;
- Ensure that tutors are aware of the learners who are part of MAT, Disglair/Disglair+;
- Receive feedback from learners and parents who are part of MAT;
- Ensure that the Aspire CPD Programme includes opportunities for staff to develop the necessary skills and expertise to contribute to the needs of MAT learners;
- Work closely with MAT learners to ensure that learning opportunities are tailored to their needs, interests and aspirations.

Membership:

Steering Group:

SEREN Executive Lead/UCAS Correspondent - Maxine Thomas
 Disglair/Disglair+ Co-ordinator - Lisa O'Connor
 Head of A-levels and 14-19 School Transition - Arwyn Williams
 Curriculum Area Manager of A-levels - Eva Rees
 Head of Faculty Engineering & Construction - Antony Davies
 Head of Faculty of Humanities, Arts, Science & Skills - Paul Robinson
 Head of Health, Care & Commercial Enterprise - Wendy Weber
 Head of Faculty of Inclusion - Sian Thompson
 Quality, Learning and Teaching Manager - Steph Tindall

Frequency of meetings and reporting:

Steering Group - half termly
 SEREN Executive - Monthly
 Curriculum Cluster Report - Termly
 ALC Committee Report - Termly
 Corporation Board - Annually

Institutional roles and responsibilities:

Corporation Board	Receives an annual report on the progress and outcomes of the MAT learners; Meets a selection of learners.
Interim Principal and Executive Leadership team	Sets the strategic direction for MAT and monitors the outcomes of MAT learners; Ensures the effective implementation of the MAT Strategy across the Institution.
MAT, Disglair/Disglair+ Steering Group / MAT Co-ordinator / MAT, Disglair/ Disglair+ Learners	Leads on the implementation of the overall MAT strategy and reports to the Interim Principal on progress; Develops expertise and knowledge of best practice and research related to MAT; Updates the MAT Strategy and plans a programme of appropriate events and activities; Supports the identification of MAT learners from application onwards; Ensures consistent recording of ability and progression; Works with partner schools to ensure seamless transition for MAT learners; Evaluates feedback from learners and their parents/carers on the effectiveness of MAT, Disglair/Disglair+ activities; Ensures that specific targets are set for the achievement and progression of MAT, Disglair/Disglair+ learners; and Measures the impact of MAT initiatives; Ensures the annual strategic objectives for MAT are met; Provides an analysis of the outcomes and progress of MAT learners, including an analysis of outcomes by disadvantaged and protected groups.
Quality, Learning and Teaching Manager	Provides support and advice to staff across the Institution to ensure a consistent approach to MAT learners; Acts as a focal point for the co-ordination of MAT related CPD, sharing best practice and evaluating the impact of MAT initiatives; Leads on differentiation CPD for staff. Leads on Stretch and Challenge.
Heads of Faculty	Work with academic staff and faculty management teams to implement subject specific criteria for the MAT project; and Uses course reviews and self-assessment to ensure a consistent approach to identifying, teaching and supporting MAT learners.
Teaching and Support Staff	Know how to identify high potential and to refer learners for additional support where appropriate; Utilise and demonstrate stretch and challenge with in the curriculum; Use assessment for learning to set challenging targets and goals for MAT learners and review progress with them regularly; and Use extension and enrichment activities to deepen learners understanding and help them apply their learning to 'real world' problems.
Learner Wellbeing and Marketing Team	Ensure that learners are given appropriate support in order to reach their potential; Making available a wide and varied programme of external and Internal activities and alumni to inspire and support them.

Oliver McIntosh, who achieved A* in Maths & Physics plus a B in Further Maths, is now studying Engineering at University of Warwick whilst working alongside Dyson's Global Engineering Team.



7.



Identification Learners

The College provides an integrated holistic approach to our More Able and Talented vocational and academic learners who have exceptional abilities in artistic, creative, sporting or entrepreneurial activities.

The College's approach will be to identify MAT learners by focussing on their potential, encouraging learners to 'Think more. Learn more. Be more.'. It does not rely solely on prior attainment or other narrow definition of ability; it recognises that a MAT learner may not be currently high achieving or motivated to succeed.

Recognition will be given that MAT learners may have disabilities or learning difficulties or who are LAYP or Care leavers they will receive special consideration to ensure that their abilities and aspirations are identified and supported.

The College will adopt a consistently applied selection process and will involve college staff, the learner, parents, carers and the LA social care teams in the identification process.

Under the College's Poverty and LAYP Strategies, financial support will be provided to MAT learners e.g. bursaries to assist their participation in enrichment activities and attendance at visits, SEREN, university open days, WorldSkills competitions and events.

8.



Framework for Identification Learners

The College's Framework for identification of MAT learners will include:

- WEST Diagnostic Assessment Scores;
- Grades on entry or value added;
- Parent, carer, college, employer, self-identification and referral;
- Current programme performance;
- Examination performance;
- National SEREN Criterion; and
- STEM, Social Sciences & Humanities, Enterprise Bursary Recipients.

9.



Tracking, Monitoring and Evaluation Learners

The MAT strategy will be reviewed on an annual basis and updated by the Steering Group informed by course reviews, progression boards and learner and staff feedback.

Learner success will be measured using value added measurements and evaluated to identify 'what worked' and 'lessons learnt' with input from learners via learner voice, staff feedback and parental views.

A consideration of MAT learners will be part of course reviews, learner walks, self-assessment and action planning across the College.

The Learner Profile will be used to track and monitor the progress of MAT learners.

Through the annual planning process and curriculum cluster, the College offers a range of enrichment and extension activities.

10.

Enrichment and Extension Activities

Enrichment and extension activities are integrated and reinforced through the College's curriculum and Disglair/Disglair+ programme.

These include:

- Academies, Clubs & 'societies (self-nominated by learners);
- SEREN Hub;
- WorldSkills, Eisteddfod, competitions, STEM Projects, Awards (e.g. John Muir, Duke of Edinburgh Award);
- Music, County Orchestra;
- This is Me;
- Health & Well-being;
- Mindfulness;
- Summer Schools;
- Work placement, Community projects, Youth service activities;
- Inspirational Speakers;
- Horizons Wales;
- Mentoring;
- Local, national and international trips/visits;
- Hay levels;
- Open University (SEREN Hub);
- Aptitude test support;
- Extended Project Qualification.

11.

Teaching & Learning

Through the Aspire CPD Programme academic and support staff will be given training on:

- Identifying, supporting and referring MAT, Disglair/Disglair+ learners;
- Appropriate teaching and learning techniques to meet MAT learners' individual needs, including assessment, blended learning, differentiation, peer to peer teaching, questioning and enrichment and extension activities etc.;
- Using the Learner Profile to set appropriate aspirational targets for learners and how to give detailed feedback on achieving their target grades or other outcomes; and
- Enabling MAT, Disglair/Disglair+ learners to work independently and to direct their own learning but with appropriate support to ensure they make good progress and attain.

12.

Next Steps

- The College will continually review the Welsh Government Health Check template in the process of evaluating its MAT, Disglair/Disglair+ activities.
- The template will form the College's Action Plan related to this strategy

Comments to:

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Fig.1

Components of a Whole-institution MAT Strategy

 Leadership at senior level	 Agreed strategic aims for MAT
 MAT co-ordinator with clear role	 Criteria for identifying MAT learners
 CPD for MAT teaching and support	 Enrichment and extension activities
 Allocation of resources	 Recording and tracking systems
 Monitoring and evaluation	 Learner and parent voice





Os hoffech chi gopi Cymraeg o'r adroddiad hwn, yna cystylltwch â Swyddog Datblygu'r Iaith Gymraeg y Coleg, Janice Morgan ar 01437 753435 / ebost: ja.morgan@pembrokeshire.ac.uk

Our More Able and Talented (MAT) Strategy is available on request in a range of formats including large print and CD Rom. Should you, or someone you know require this in an alternative format, please contact the Learning Support and Equality Manager, Emma Jones, on 01437 753304 or email: e.jones@pembrokeshire.ac.uk