



‘Where Stars Shine’

Belonging, Ambition, Respect, Kindness

MORE ABLE & TALENTED POLICY

Ratified By:	Local Academy Committee	In consultation with:	Senior Leadership Team
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'Where Stars Shine'

Contents

1. Rationale	3
2. Aims	3
3. Definitions	4
4. Identification.....	4
5. Provision.....	5
5.1 Challenging the 'More Able' Child	5
5.2 Extending and Enriching the Curriculum	6
6. Co-ordination and Monitoring	6



'Where Stars Shine'

1. Rationale

Severnbanks is part of the Severn Federation Academy Trust. At the Severn Federation Academy Trust, we are a community with the shared vision of: 'learning together, with minds that think and hearts that care.' We aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables all pupils, including those who are more able, to reach their potential.

At Severnbanks we believe ...

"All children are individual have different needs – our aim is to develop each child's individual potential within a safe, caring and stimulating environment."

Our school aims include our commitment for every child:

- to enable each child to achieve his or her full potential.
- to lay the foundations that enables our children to meet the challenges of their future in learning and in life.
- to fit the curriculum to the needs of the child by providing appropriate experiences according to age and ability.
- to value each child's natural strengths and interests as the basis for the extension of their learning, responding to the child's interests in a variety of ways.
- to provide a wide range of opportunities and experiences so that each child reaches their full potential.
- to welcome and encourage parents and carers as partners in their child's education, building links between home and school – working together to make things better.
- to create a supportive and caring community in which children are encouraged to gain confidence and develop their talents.

At Severnbanks Primary, we strive to ensure all children receive quality first teaching; and provision for children is differentiated with appropriate challenge to raise the standards for all pupils. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils, and states our commitment to providing an environment in which all pupils are enabled to realise their potential. At Severnbanks, all teachers, "ensure all schools stretch...their most academically able pupils" (Educational Excellence Everywhere, 2016)

2. Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students
- Identification of talented or more able pupils as early as possible

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.



'Where Stars Shine'

3. Definitions

In every school there are pupils with a range of abilities. More Able and Talented learners are defined as those children with one or more abilities developed to a level significantly ahead of their cohort (or with potential to develop those abilities). We use the term 'More Able' to mean those pupils who are capable of excelling academically in one or more subjects such as English, Maths or Science. 'Talented' refers to those pupils who may excel in practical skills such as Sport or Art.

Within the school we recognise that more able and talented pupils can be:

- Good all rounders
- High achievers in one area
- Of high ability but have poor writing skills.

We also recognise that those pupils who are more able and talented do not always show their ability. Such pupils are more able and talented even though their abilities may be hidden or remain as potential.

4. Identification

More able and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Tracking data
- Test results/teacher assessment (end of key stage levels; standardised scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Collation of evidence (pupils' work);
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages
- Information provided from previous schools or external agencies (e.g. sports organisations, music tutors etc)

More Able and Talented children in Literacy may be identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation
- Use research skills more effectively to synthesise information
- Enjoy reading, and respond to a range of texts at a more advanced level
- Use a wider vocabulary, and enjoy working with words
- See issues from a broader range of perspectives
- Use more advanced skills when engaged in discussion

More Able and Talented children in Numeracy may be identified when they:

- Explore a broader range of strategies for solving a problem



'Where Stars Shine'

- Are more curious when working with numbers and investigating problems
- See solutions more quickly, without needing to try all the options
- Look beyond the question in order to hypothesise and explain
- Work more flexibly and establish their own strategies
- Enjoy manipulating numbers

Class teachers, Teaching Assistants, Sports coaches and Music teachers may identify children as More Able and Talented. This process is ongoing, throughout the academic year. In comparison with their peers, when engaged in their area of expertise, More Able and Talented children will tend to:

- Show a passion for particular subjects and seek to pursue them
- Transfer their insights to new situations
- Make connections between past and present learning
- Work at a depth significantly beyond that expected for their years
- Actively and enthusiastically engage in debate and discussion on a particular subject

It is important to recognise that More Able and Talented pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may also appear on the Special Educational Needs (SEN) register for behavioural, social, physical/sensory or specific learning difficulties. At Severnbaks, we recognise that all children, regardless of ability, benefit from being challenged and encouraged to think and question.

5. Provision

Where a child is more able or talented in one or more areas, they will be supported with high expectations and planning within the classroom.

Organisational and in-class approaches, important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for more able and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas, identified within planning.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Planning a variety of extension and enrichment activities.

5.1 Challenging the 'More Able' Child

- Problem solving and investigation to develop reasoning and thinking skills
- Competition against self through target setting



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- Introduce elements of competition within and outside peer group
- Opportunities for creative and productive thinking
- Use of thinking maps

5.2 Extending and Enriching the Curriculum

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs at lunchtimes or after school
- Musical and sporting activities.
- Visiting experts or workshops from poets, writers, artists, musicians etc
- Participation in special competitions e.g. inter-school swimming gala, sport competitions

6. Co-ordination and Monitoring

The more able and talented co-ordinator has overall responsibility for:

- Ensuring that the policy is implemented
- Co-ordinating the monitoring of progress through observation, pupil conferencing, pupil performance, monitoring planning
- Ensuring that the professional development programme includes relevant aspects of more able and talented provision.

At Severnbanks, meeting the needs of all learners is our priority. To this end, teachers ensure that they plan to meet the needs of more able pupils through the teaching and learning of open-ended and challenging tasks across the whole curriculum.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)
Paper copies are available on request from the School Office