



St Mary's Church of England School Able and Talented Pupils Policy



St. Mary's

Church of England Primary School

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Most Able Pupils Policy

Vision and Aims

At St Mary's CE School, we believe in providing ambitious, high-quality learning experiences for every pupil, enabling all children to flourish. This policy provides guidance on how we identify, stretch, and nurture our **most able pupils** (those demonstrating high learning potential).

Our aims are:

1. To identify most able pupils across all areas of the national curriculum, including academic subjects, creative arts, and physical education.
2. To deliver a broad, ambitious curriculum that "teaches to the top," providing appropriate depth, challenge, and scaffolding so all high-attaining children fulfil their potential.
3. To provide targeted enrichment and extension opportunities, making every child the centre of their learning journey.

Definition & Terminology

In alignment with current Department for Education (DfE) and Ofsted expectations, St Mary's uses the term **'Most Able'** (and **'High Learning Potential'**) in place of legacy terms such as *Gifted and Talented*.

- **Most Able Pupils:** Those who demonstrate achievement or potential significantly beyond the expectations for their age group in one or more academic curriculum subjects.
- **Talented Pupils:** Those who demonstrate exceptional ability or potential in creative arts, music, drama, or physical education / sports.

While we recognise that high-ability learners typically represent the top 5–10% of a cohort, our identification is flexible, inclusive, and ongoing, ensuring context and social background do not create barriers to recognition.

Identification Strategies

Identification is an ongoing process involving a combination of:

- Internal tracking data (formative assessments, baseline testing, and Key Stage 2 outcomes).
- Subject-specific teacher identification based on higher-order thinking, problem-solving, and creativity.
- Parental engagement and information sharing.
- Consideration of Dual or Multiple Exceptionalities (DME)—recognizing that high ability can co-exist with SEND or neurodivergent traits.

Relationship to Other Policies

This policy operates alongside the school's:

- Teaching, Learning & Curriculum Policy
- Equality, Diversity & Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy (in compliance with *Keeping Children Safe in Education*)
- Homework Policy

Roles and Responsibilities

The Headteacher & Senior Leadership Team

Maintain overall operational and strategic responsibility for the provision and progress of most able pupils.

The Most Able / High Learning Potential Leader

- Maintains and reviews the Most Able register via Arbor MIS.
- Keeps up to date with national guidance, pedagogical best practice, and external enrichment opportunities.
- Ensures external visits and enrichment providers meet current statutory safeguarding and DBS checks.
- Delivers continuous professional development (CPD) and supports teachers in planning for higher-order cognitive challenge.

Class Teachers

- Plan ambitious, rich lessons that stretch the most able through cognitive depth, reasoning, and open-ended enquiry (rather than simply "more work").
- Use adaptive teaching techniques to remove barriers and offer extension tasks.
- Track progress systematically and ensure high expectations for all learners.

The Governing Body

- Ensures adequate resourcing is allocated to support high-attaining pupils.
- Receives updates on the educational outcomes and progress of the most able cohort through the Standards and Curriculum Committee.

Monitoring and Evaluation

The Standards and Curriculum Committee will receive an annual report from the Most Able Leader detailing:

- Contextual numbers and representation on the Most Able register (Arbor MIS).
- Progress and attainment data for high prior attainers (including KS2 outcomes).
- Summary of in-class extension, extracurricular, and external enrichment opportunities provided.
- Pupil voice and parent feedback regarding academic challenge and support.

Reviewed by Governing Body: September 2026


Signed: _____ (Chair of Governors)


Signed: _____ (Headteacher)