



*‘Through God’s Love We Learn and
Flourish Together’*

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

MORE ABLE & TALENTED POLICY

Ratified By:	Local Academy Committee	In consultation with:	Senior Leadership Team
Approved by:	 K. Rolph, Chair of Committee	Date:	24 th April 2026
Policy Date:	Summer Term 1 2026	Review Date:	Summer Term 1 2028
Review Frequency:	2 Years		

Contents

1. Rationale	3
2. Definitions	3
3. Identification	3
3.1 More Able & Talented in Literacy	3
3.2 More Able & Talented in Numeracy.....	4
3.3 General Identification of More Able & Talented	4
4. Roles and Responsibilities	4
4.1 Curriculum Leaders Responsibilities.....	5
4.2 Class Teacher Responsibilities	5
5. School Approach	5

1. Rationale

At Aylburton and English Bicknor Church of England Primary Schools, we are a community with the shared vision of: 'Through God's love we learn and flourish together.'

We aim to create a kind, caring and nurturing learning environment and enables them to succeed. We support and encourage each other to do our very best in whatever we choose to do. 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.

2. 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.

3. Identification

Identification will be an ongoing process of making judgments based on an analysis of various sources of information, including:

- Tracking data;
- Test scores;
- Teacher nomination (based on observation, discussions with pupils, book scrutiny);
- Peer or self-nomination;
- Predicted test/examination results;
- Reading/spelling ages;
- Performance in lessons and in front of an audience (e.g. in assembly, on sports day);
- Participation in enrichment activities;
- Discussion with parents;
- Collation of evidence (pupils' work);
- Ongoing assessment using open/differentiated tasks (identification through provision).

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving and disadvantaged able children in the cohorts. It will also be alert to the necessity of including children at the early stages of English language fluency.

3.1 More Able & Talented in Literacy

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

3.2 More Able & Talented in Numeracy

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

- Explore a broader range of strategies for solving a problem
- 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

3.3 General Identification of More Able & Talented

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.

Within Aylburton and English Bicknor Church of England Primary Schools, we recognise that all children, regardless of ability, benefit from being challenged and encouraged to think and question.

4. Roles and Responsibilities

At Aylburton and English Bicknor Church of England Primary Schools, we aim to enable More Able and Talented children to achieve their full potential by:

- Paying close attention to the needs of the individual pupil through differentiation of tasks
- Careful monitoring of every child's progress

- Ensuring there are high expectations of what pupils can achieve
- Encouraging children to think for themselves, to ask questions and to contribute ideas

4.1 Curriculum Leaders Responsibilities

Monitoring and reporting on provision for More Able and Talented children within their curriculum areas

4.2 Class Teacher Responsibilities

- Identifying More Able and Talented Children and encouraging them to realise their full potential
- Recording who is More Able and Talented on the class provision map
- Planning for and providing a range of open ended and challenging activities that enable More Able and Talented children to reach their full potential
- Monitoring the achievement of More Able and Talented pupils in their class
- Liaising with parents regarding the identification of their child as More Able and Talented and explaining how their specific learning needs are being met and how parents can support them at home.

5. School Approach

At Aylburton and English Bicknor Church of England Primary Schools, 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 such as providing:

- A common activity that allows the children to respond at their own levels
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- The opportunity for children to progress through their work at their own rate of learning

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

On transition to another class in school or to another school, we will ensure that information on identification, assessment and achievement will be recorded and shared. This will ensure continuity and progression in curriculum provision.

This policy is available on the school's websites:

www.aylburtoncofe.co.uk/policies

[Policies | English Bicknor C of E Primary School](#)

Paper copies are available on request from the School Office