

St James' Lanehead Church of England Primary School



More Able Policy

Date of Policy:	October 2026
Person Responsible:	M Elliott
Review Date:	October 2029

Our Mission

Our church school seeks to inspire each individual to flourish, grow and learn with Jesus
at the heart of all we do.

More Able Policy: Statement of Practice

This policy sets out how St James' Lanehead Church of England Primary School identifies, supports and challenges pupils who demonstrate, or have the potential to demonstrate, high attainment or particular strengths. It reflects our commitment to enabling every child to flourish, grow and learn, with Jesus at the heart of all we do.

1. Aims

We aim to provide an ambitious, broad and balanced curriculum in which all pupils are supported to achieve highly. In particular, the school will:

- set high expectations which inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions;
- identify high attainment, rapid learning and particular strengths through a range of evidence, rather than through a single test or fixed quota;
- ensure that pupils encounter appropriate depth, complexity and intellectual challenge within the curriculum;
- use responsive, adaptive teaching so that pupils receive the right level of support and challenge without unnecessary ceiling;
- promote curiosity, independence, creativity, resilience and thoughtful risk-taking;
- monitor the attainment and progress of higher-attaining pupils, including those who are disadvantaged, have SEND, are looked after or previously looked after, or speak English as an additional language;
- work constructively with pupils, parents and carers, subject specialists and partner organisations where this will enrich provision.

2. Terminology and scope

The Department for Education does not require schools to use a single national definition, percentage threshold or statutory register for “gifted and talented” pupils. In this policy, the school therefore uses the inclusive terms higher-attaining pupils and pupils with particular strengths or talents.

Higher-attaining pupils

Pupils who demonstrate secure and sustained attainment above age-related expectations, acquire knowledge and skills rapidly, apply learning with increasing independence, or show the potential to do so. High attainment may be evident in one subject, several subjects or a particular aspect of learning.

Pupils with particular strengths or talents

Pupils who demonstrate notable potential or accomplishment in areas such as sport, music, art, drama, design, digital creativity, leadership, enterprise or interpersonal skills. Such strengths may be observed in school or evidenced through reputable provision beyond school.

Identification is not a fixed label. Pupils' strengths may emerge or change over time, and school provision will be reviewed in response to current evidence and need.

3. Identification

Identification will be fair, evidence-informed and ongoing. No pupil will be identified or excluded solely because of one score, one nomination, prior attainment, background or access to experiences outside school. Teachers will draw on a balanced range of evidence, including:

- ongoing formative assessment, classroom dialogue and the quality of pupils' reasoning;
- age-appropriate summative assessment and progress over time;
- the ability to connect ideas, transfer knowledge, solve unfamiliar problems and work independently;
- work across the curriculum, including practical, creative and performance-based outcomes;
- information from previous teachers, transition records and relevant specialists;
- pupil voice, self-nomination and peer observations where appropriate;

- parent or carer information, considered alongside evidence gathered by the school.

Teachers and leaders will remain alert to pupils whose potential may be masked by disadvantage, SEND, English as an additional language, interrupted education, low confidence, attendance difficulties or limited prior opportunity. Reasonable adjustments will be made where required so that disabled pupils can participate fully and demonstrate what they know and can do.

4. Teaching, curriculum and provision

High-quality classroom teaching is the main form of provision. Teachers will build on pupils' prior knowledge, maintain high expectations and adapt teaching responsively. Challenge will normally prioritise greater depth, sophistication and meaningful application before acceleration into content from a later key stage.

Approaches may include:

- carefully sequenced learning with ambitious subject content and clear end points;
- probing questions, rich discussion and opportunities to justify, explain and evaluate;
- open-ended tasks, investigation, problem solving and application in unfamiliar contexts;
- planned opportunities for independent learning, choice, creativity and extended outcomes;
- flexible grouping used purposefully and reviewed regularly;
- precise feedback which helps pupils improve the quality, accuracy and depth of their work;
- access to high-quality texts, resources, performances, competitions, clubs, visiting experts and partnership activities;
- subject-specific extension or acceleration where assessment shows that this is educationally appropriate and does not narrow the pupil's entitlement to a broad curriculum.

Teachers will avoid routine additional workload, repetitive "more of the same" tasks, permanently fixed ability groups and approaches which artificially create separate activities for labelled groups. Adaptation should be purposeful, preserve ambition and respond to what pupils know and can do.

5. Enrichment and partnership

The school will seek opportunities which broaden horizons and deepen learning, including school clubs, performances, leadership roles, competitions, festivals, specialist teaching, visiting experts and collaboration with other schools and community organisations. Participation will be planned equitably so that cost, transport, disability or family circumstances do not create avoidable barriers.

6. Assessment, monitoring and review

Class teachers remain accountable for the progress and development of pupils in their classes. Assessment information will be used to identify starting points, check that teaching is sufficiently ambitious and evaluate the impact of provision. The school will monitor patterns of attainment and participation, with particular attention to pupils who may be underrepresented or at risk of underachievement.

Where the school maintains a working record of higher-attaining pupils or particular strengths, it will be reviewed at least termly. Inclusion on, or removal from, such a record will not determine a pupil's entitlement to challenge. All pupils will continue to access an ambitious curriculum appropriate to their needs.

7. Roles and responsibilities

The governing body

- holds leaders to account for an ambitious curriculum and high expectations for all pupils;
- receives appropriate information about the impact and equity of provision;
- ensures that equality duties and appropriate use of resources are considered.

The headteacher and senior leaders

- establish a culture of ambition, inclusion and professional responsibility;
- ensure that curriculum, assessment and staff development support appropriate challenge;

- monitor the quality and impact of provision and address patterns of underachievement.

The policy co-ordinator and subject leaders

- support staff with identification, curriculum planning and teaching strategies;
- review evidence about progress, participation and provision;
- promote suitable enrichment, partnership and professional development opportunities;
- report to senior leaders and governors as required.

Class teachers

- know pupils' starting points and plan teaching which builds securely on prior knowledge;
- identify emerging strengths through a range of evidence;
- provide suitable depth, challenge and feedback;
- communicate appropriately with pupils, parents and carers, leaders and specialists;
- review the impact of provision and adapt it where necessary.

8. Equality, inclusion and safeguarding

The school will implement this policy in accordance with the Equality Act 2010 and its duties towards disabled pupils and pupils with protected characteristics. Decisions will be free from unlawful discrimination and will promote equality of opportunity. Safeguarding procedures apply to all clubs, visits, external providers, online activity and off-site opportunities connected with this policy.

9. Pupil and parent partnership

Pupils will be encouraged to reflect on their strengths, interests and next steps. Parents and carers are invited to share relevant information, including achievements beyond school. The school will explain how challenge is being provided and will consider concerns through its usual communication and complaints procedures.

10. British values and school ethos

Provision under this policy will support pupils' spiritual, moral, social and cultural development and the school's active promotion of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Opportunities will encourage respectful debate, responsible participation, service, creativity and appreciation of the achievements of others.

11. Related legislation and guidance

This policy has been reviewed with reference to the following current statutory requirements and Department for Education guidance applicable in England:

- Education Act 2002, section 78, and the National Curriculum in England: framework for key stages 1 to 4;
- Teachers' Standards, including setting goals that stretch and challenge pupils and adapting teaching to respond to pupils' strengths and needs;
- Equality Act 2010 and Equality Act 2010: advice for schools;
- Special educational needs and disability code of practice: 0 to 25 years;
- Promoting fundamental British values as part of SMSC in schools.

This policy should be read alongside the school's Curriculum, Teaching and Learning, Assessment, SEND, Equality, Pupil Premium, Safeguarding and Educational Visits policies.

12. Monitoring and review of this policy

The policy co-ordinator will review implementation through curriculum monitoring, assessment information, pupil voice, participation in enrichment and discussion with staff. The policy will be reviewed by October 2029, or earlier if national guidance, legislation or school practice changes.