



**Nettlesworth Primary School**  
**Policy for More Able, Gifted and Talented Pupils**  
**July 2025**  
**Donna Lee- Head Teacher**

The National Curriculum in England (July 2014) states within section 4-Inclusion, that: “Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard.”

At Nettlesworth Primary there are no limits on learning. We believe that our purpose is to work together to provide high quality education that develops all children to their full potential. The principle is applied to all pupils and we firmly believe that this includes the needs of more able pupils.

**Definitions**

At Nettlesworth Primary School we define more able, gifted and talented pupils by the following definitions:

**More Able Pupils:** Children whose performance or potential is in an academic or intellectual area for example in English, Mathematics, Languages, Science, ICT etc would be described as more able.

At Nettlesworth Primary School we define the more able within the context of our school and within individual classes within each year group, taking account of our social and economic composition including gender, ethnicity, FSM and disadvantage.

Our more able pupils are those who are working securely above age related expectations at that particular stage within their year group/Milestone in a particular subject area. This includes those pupils who attained Level 3 at

the end of KS1.

**Exceptionally Able:** Pupils whose progress and attainment is several (at least around 2 years) ahead of their year group peers. Exceptionally able pupils are those who have the capacity to achieve or perform significantly above age related expectations. This group of children would generally be considered to be those in the top 2% of the population nationally in terms of academic ability.

**Talented Pupils:** Those pupils whose performance or potential is significantly higher than their peers in, for example, a creative, artistic, musical or sporting domain would be described as talented.

**Multi-exceptionality:** Those pupils who are more able and/ or talented and have a disability. Though the disability can be a physical disability such as hearing impairment, this definition more widely relates to learning disabilities including e.g. ASD, ADHD and dyslexia.

- Have an unusual resistance to put pen to paper
- Have vivid and unusual imaginations
- Be adept at finding patterns and relationships, reasoning, abstracting and generalising
- Produce correct answers to very complex questions intuitively; without having to write anything down. They often do not see the point of recording their methodology
- Have good memories
- Respond positively to challenges
- Become easily frustrated and resistant to repetitive tasks
- Be capable of higher-order thinking skills, such as analysis, synthesis and evaluation
- Have wide and sophisticated vocabularies

School staff are aware of methods of identification of more able pupils through CPD opportunities.

In addition to on-going updating of the register as required, and in line with Pupil Progress meetings, the register is formally reviewed by teachers and the More Able, Gifted and Talented Co-ordinator half termly. This ensures that provision and outcomes can be carefully monitored and that the register is fully representational of the school's population in terms of ethnicity, disadvantage, social/economic composition and gender.

**More Able Pupils “Falling Behind”**

Progress of “more able” pupils is discussed with teachers during termly

pupil progress meetings. Any pupil identified as “falling behind” or potentially more able but currently underachieving, is given an Individual Learning Plan (ILP). The ILP, which is produced in consultation with the child and the child’s parents/carers, should contain SMART targets to allow more able pupils to catch up and prevent them from falling further behind. ILP’s are reviewed on a termly basis.

## **Teaching and Learning Methods**

### **Our approach**

At Nettlesworth Primary School we work hard to ensure a positive environment for all pupils (Rights Respecting Schools Ethos UNCRC Article 28 Right to Education). Working hard is seen as worth rewarding, independent thinking is actively encouraged. Our approach is “inclusive” rather than “exclusive.” More able pupils need to:-

- Have a secure environment in which they feel happy to display ability and to take risks
- Have a teacher who expects excellence and not just competence
- Experience challenge, sometimes finding the work difficult- opportunities for supported failure
- Engage in exciting discussion and debate (UNCRC Article 12 Right to Opinion)
- Have an access to learning opportunities that recognise the range of learning styles
- Be given appropriate praise related to their effort
- Be set challenging targets
- Know that they can ask challenging questions and be given a considered response
- Relax and have fun
- Know that: having a “go” is more important than getting it right (Growth Mindset)

### **Our Classrooms**

Our classrooms offer a carefully structured positive atmosphere for learning for all pupils. Teachers seek to provide tasks that promote and encourage a spirit of investigation, challenge and deep learning. All displays/working walls include a challenge and an opportunity for children’s work to be celebrated whilst, at the same time, being used as a learning resources for others.

### **Extension and Enrichment**

Provision for the more able pupils builds on this general provision. Effective planning for the more able is a refinement of general planning and

is part of effective differentiation: a mix of extension and enrichment. *Enrichment is the opportunity to explore more broadly. Enriching the curriculum may mean exploring an aspect of a subject that others may not cover or it may mean tackling subjects or skills that are not part of the school's core activities: taking up a musical instrument or an additional language. Extension is the pursuit of greater depth. This may occur within each aspect of a subject as it is taught or by fast tracking through a subject to reach a higher level.*

Extension work we plan is not to be viewed by pupils as a penalty; therefore it is only set in considered instances. Extension work always has a clear purpose and is not simply 'more of the same.'

### Inclusivity

More able pupils need opportunity to work within a mixed-ability setting and with similarly able pupils. At Nettlesworth Primary School we provide such opportunities as teachers using a variety of grouping for different situations. During Literacy and Numeracy lessons, for example, teachers use ability groupings for some activities.

### Extra-curricular activities

Sometimes the best opportunity we can give more able, gifted and talented pupils to develop further is through after school clubs. At Nettlesworth Primary School we endeavour to offer a wide range of clubs and activities relating to sport, arts and hobbies.

Workshops, provided by outside agencies, are also very valuable in helping to identify and develop talents.

### The National Association for More Able Children in Education

Nettlesworth Primary School is a member of the National Association for Able Children in Education (NACE). We received the NACE challenge award in 2014 and we re-accredited in 2018.

NACE supports Nettlesworth Primary School to fulfil the potential of our more able, gifted and talented students. It provides the Challenge (More Able, Gifted and Talented) Co-ordinator with guidance and expertise which can be used to support us in providing aspirational provision for the more able, gifted and talented pupils at Nettlesworth Primary School.

It is our strong belief that raising the standards of provision for the more able raises standards and level of achievement for all pupils. This drives our commitment to consistently improving our practice.

### Equal Opportunities

**When making assessments which are used to identify more able, gifted and talented pupils, teachers need to be aware of the danger of bias in respect of gender, race or social background.**

### **The Challenge (More Able, Gifted and Talented) Co-ordinators Role**

- **To observe and feedback to teachers on the quality of challenge provision within lessons, ensuring that they provide for the more able learners both in terms of lessons planned and delivered as well as feedback and the environment for learners.**
- **To encourage and enable staff to reflect on their own practice.**
- **To ensure a shared understanding (through e.g. discussion, shared practice, staff meetings) of the needs of more able and talented children and develop effective strategies to address these needs.**
- **To make staff aware of CPD opportunities regarding meeting the needs of more able and talented pupils and, where appropriate, develop and deliver such CPD.**
- **To regularly review, monitor and evaluate the register/provision map for More Able and Talented pupils in line with the school's expectations.**
- **To develop a termly action plan for More Able and talented Pupils.**

**Professional development opportunities will be provided for all staff through staff meetings and training days involving the dissemination of strategies and materials for the use with more able pupils and, where appropriate, through attending relevant training by external sources.**

### **Monitoring and Evaluation**

**The Challenge (More Able, Gifted and Talented) Co-ordinator will use the regular monitoring to provide the Head Teacher with regular updates about the provision for challenge and more able and talented pupils in school. They will compose an annual report for the Governing Body outlining the effectiveness of the policy; this will include information relating the following areas:**

- **The number of pupils identified**
- **The demographic of pupils identified**
- **A summary of the strategies which have been taken place to support and encourage these pupils**
- **An assessment of the quality of the provision in place to support and encourage the more able and talented pupils in school**
- **Details of any service training undertaken**
- **The impact of provision in school**
- **Priorities for the coming year**

**The Challenge (More Able, Gifted and Talented) Co-ordinator will be responsible for:**

- Action planning
- Policy development and review
- Resource management
- Learning discussion and supporting staff in implementing the policy through necessary CPD provision
- Keeping up to date with local and national developments relating to the teaching of more able and talented pupils
- Overseeing the monitoring process/classroom observations and work scrutiny to ensure provision for more able pupils
- Liaison with parents, encouraging their support and involvement
- Maintain central records
- Establishing links with other schools/agencies

**Health and Safety**

There appears to be no health and safety implications covered by the policy for more able pupils.

**Review and Evaluation**

The policy for more able pupils will respond to any statutory or development changes that occur within the review timescales.

**Review Date: July 2026**