



More Able

POLICY

School Name

St. Andrew's Southgate

Updated

September 2025

Review Date

September 2027



Do justice,
love kindness
and walk humbly
with your God Micah 6.8

This policy outlines St Andrew's Southgate Primary School's approach to identifying and supporting more able pupils, ensuring all children are challenged and enabled to reach their full potential. It is intended for all staff, parents, carers, and governors.

At St Andrew's Southgate we define more able by;

Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.

St Andrew's aims to provide all students with the opportunity to realise their full potential in an inclusive environment by:

- helping our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential
- we are committed to working for quality and equality of opportunity

This policy is intended to support the following aims:

To celebrate all the talents and abilities displayed by our pupils

- To raise the aspirations of all pupils
- To promote high expectations of achievement for all students
- To promote greater enterprise, self-reliance and independence for all students
- To provide all pupils with an enriched and challenging curriculum whilst providing opportunities for able children to work at an increased level and pace, towards their full potential

Identification

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

- Test scores ('in-house' assessments)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination (especially when talent is in an activity out of school)

School Based Strategies

- Grouping pupils according to ability within the classrooms or in other teaching areas.
- The provision of opportunities for more able 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 mastery tasks
- Differentiation within subject areas.
- 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

Teachers plan carefully to meet the learning needs of all children. We extend and challenge their understanding in a variety of ways through:

- Common activities that allow children to respond at their own level
- Discussions and questions that require higher order cognitive skills
- Mastery activities that broaden a child's learning in a particular skill or knowledge area deepening their understanding for their year groups objectives.
- Individual or group activities within a theme that reflect a greater depth of understanding and a potential for a higher level of attainment.
- Providing opportunities for children to progress and challenge themselves at their own rate of learning.
- Setting homework, which also enriches learning

Out of class activities

The following are offered on a regular basis:

- Enrichment days and activities – both in-house and as part of the Enfield Enriched Provision Programme
- Maths Masterclasses
- School clubs
- Celebrations of musical and sporting achievements
- Pupil Curriculum groups RE, literacy, maths and science

Co-ordination and monitoring

The SENCO has overall responsibility for:

- ensuring that the policy is implemented and reviewed regularly
- co-ordinating the monitoring of progress
- providing support and advice to staff on teaching and learning strategies
- monitoring children's progress through half termly discussions with teachers
- observing classroom practice and evaluating children's work

Staff Training

All staff receive annual training on the identification of, and provision for, more able pupils. This includes opportunities to share best practice and review the latest evidence-based approaches.

Parental Involvement

Parents and carers of more able pupils are kept informed through progress updates at parent consultation meetings twice a year.

Monitoring and Evaluation

The SENCO and SLT will monitor the progress of more able pupils using assessment data, provision maps, and feedback from staff and pupils. The effectiveness of this policy will be reviewed annually and reported to governors.

Transition Arrangements

Transition meetings are held with receiving teachers and secondary schools to ensure that information about more able pupils is shared and provision is continuous.

Links to Other Policies

This policy should be read in conjunction with the school's SEND and Equality policies.