



More Able and Talented Policy

2025 - 2026

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MORE ABLE AND TALENTED POLICY

1. INTRODUCTION

Sophia High School is committed to equal opportunities and aims to maximise the potential and achievement of each individual pupil. This policy seeks to establish a rigorous, systematic and effective response to the challenge of providing for the very able.

More Able and Talented pupils need identification and monitoring in order that the school may provide such pupils with appropriately challenging education and opportunities to develop their abilities and particular talents to ensure that their potential is translated into performance. The school accepts that all children are individuals and it is this personalised learning that is at the heart of our vision to develop a holistic education for all of our pupils. We value a child centred culture, valuing each child's interest and learning style.

The Executive Principal is responsible for the More Able and Talented students, liaison with the Leadership Team and Curriculum Leads.

2. DEFINITION

More Able – refers to pupils who are exceptionally able in one or more of the curriculum subjects other than Art and Design, Music and Sport.

Talented – refers to pupils who have exceptional ability in Art, Music, Drama, D+T, Sport and Leadership.

3. AIMS

Sophia High School is fully committed to providing opportunities where pupils apply their skills and understanding, and to develop their knowledge within a secure and flexible learning environment. The school aims to assist all children to reach their potential. Our belief in differentiating to enable all children to work at a level appropriate to their ability is a clear indicator of this objective, including:

- To identify pupils who are more able and talented. This may be through GL Assessments, internal assessments, or teacher observations.
- To create a learning environment that is suitable for such pupils and facilitates the development of their potential.
- To raise the pupil's own levels of expectation and risk taking.
- To offer additional opportunities for varied and challenging enrichment activities across a wide range of subjects.
- To encourage our teachers and subject heads to recognise opportunities to provide further enrichment and extension for these pupils in their schemes of work.
- To involve parents in how they can help stretch and challenge their children further.
- Encourage pupils to reflect on the process of their own learning.

4. IDENTIFICATION

More Able and Talented children are a diverse group of children and their range of attainment will be varied. However, they are more likely than most children to:

- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Achieve and show potential in a wide range of contexts.
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work.
- We also use our GL assessments to identify gifted students. **Any student with an average SS125 or above in PTM and PTE is defined as “mentally gifted” in the UK population as a whole.**

Process:

A variety of methods is used to identify More Able and Talented pupils. The Executive Principal will look at the evidence which might encompass characteristic indicators namely: verbal and linguistic, aesthetic and musical, logical and mathematical, scientific, visual spatial, body and kinaesthetic abilities and interpersonal skills. Identification will also include elements of the following across subject areas:

- Teacher nomination as a result of superior class performance
- Analysing current GL assessment data (see above)
- Music, Drama and Sport accreditation
- Evidence of a pupil's leadership skills

5. PROVISION

We aim to provide an effective learning environment in order to enable all children to achieve their potential. The identified pupils are given enrichment whereby the skills and knowledge learned in the standard curriculum are applied in new and challenging contexts with a clear purpose. Our vertical structure enables us to allow identified students to join accelerated learning pathways.

We aim to present challenges to our pupils at all levels. This is done by:

- use of open-ended tasks and Project Based Learning, enabling all pupils to respond at their own level
- encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers
- open-ended questioning; asking pupils to justify their answers and respond in greater depth
- problem-solving activities of varying levels of difficulty
- focusing on process rather than outcome to encourage risk-taking
- providing tasks that encourage pupils to create, design, investigate and justify in their learning.
- independent work that encourages pupils to take responsibility and make their own choices in their learning.
- setting ambitious personalised targets
- participating in alternative curriculum provision, such as Esports Leadership
- attending visits from experts including workshops and talks.
- entering national initiatives and inter-school competitions and challenges.

6. ORGANISATIONAL ISSUES AND SUPPORT

It is important that staff ensure in their reflective planning outline appropriate challenges for high achieving children. Overall planning for subjects should show evidence of such challenges and:

- In observations conducted by Leadership, there will be an expectation that teaching shows differentiation and should provide for an appropriate challenge for all pupils.
- Digital Notebooks show examples throughout of teachers extending learning, and also of students 'closing the feedback loop' to show their consolidation of key points.
- Curriculum Leads should ensure that, where there is a need, appropriate resources are made available for teachers to provide extension materials for More Able and Talented children.
- Ensure that there is a balance between acceleration, extension and enrichment for all students, but that for More Able and Talented students this is specific and recorded within the Digital Notebooks and Athena.
- Support in the identification of More Able and Talented pupils and associated provision needs, liaising with the ALN team to support, and effectively communicate with parents and students to ensure all needs are being met.
- Adding to the More Able and Talented Register that is available to all staff, which is continuously reviewed and amended throughout each academic year.
- Facilitating opportunities for enrichment activities that are suitable for More Able and Talented pupils across the whole school.
- Communicating with and supporting parents in the education of nurturing More Able and Talented pupils.
- Keeping abreast of the latest research, sharing good practice with staff.