



TALBOT HEATH SCHOOL *"Honour Before Honours"*

MORE ABLE POLICY

Date adopted: 27th February 2026

Date for next adoption: Spring Term 2027

Reviewed by: Education & Staffing Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.

At Talbot Heath, we provide a dynamic and exciting learning environment in which all pupils are stimulated, extended and challenged. We promote a culture of enquiry and educational curiosity, enabling pupils to fulfil their individual potential throughout the curriculum. We promote a growth mind-set for all our pupils.

Creating opportunities for our all of our pupils, including the more able, is central to Talbot Heath's holistic teaching ethos. We firmly believe that there are no limits to the skills, expertise and knowledge that can be achieved by our pupils. Staff have high expectations and encourage self-motivation and a strong work ethic. We use the term, 'More Able' as this is less prescriptive term and encourages all children to realise they all have the potential to excel.

At Talbot Heath, we nurture self-belief and reward hard work, recognising the importance of self-motivation and a strong work ethic - helping the pupils to sow the seeds of their success and make rapid and sustained progress.

TALBOT HEATH JUNIOR SCHOOL (Nursery -Year 6)

We run extra-curricular activities and encourage pupils to explore all learning opportunities presented to them. The school celebrates pupil achievements in all areas, both academic and non-academic.

A pupil may demonstrate specific high abilities in any area of the curriculum including Art, Music or Drama, P.E. and the Performing Arts.

We have our own Swimming Pathway and Academy affiliated with Swim England and also a Tennis Academy with links to West Hants Tennis Club. Pupils who are part of these may have lessons during the school day and are supported accordingly. Children in Year 6 are invited to apply for Scholarships upon entry to the Senior School. Pupils applying to other schools are also supported in their applications.

Identifying More Able Pupils

Pupils who are more able are identified in a number of ways:

- regular standardised testing and tracking
- teacher assessments
- teacher observations
- parental consultation
- outstanding achievements
- Teachers consult and liaise with one another and include the Junior School Head and SENDCo in discussions.

Regular staff briefings and updates inform our shared working list of those we consider to be more able.

It is the responsibility of all staff at school:

- To support More Able pupils and ensure that their needs are met.
- For the SENDCo, subject leaders, and SLT to provide support and advice about More Able pupils for all school staff through meetings and discussions.

- All teachers provide lessons that are well differentiated and cater to the needs of all pupils and provide opportunities to extend, enrich and challenge pupils.
- Form Teachers are responsible for monitoring the progress and development of all the pupils in their classes, (through liaison with other subject teachers) including those who are More Able and seeking advice from colleagues and implementing interventions as necessary.
- To liaise with parents about the individual needs of their child; communicating promptly, regularly and with transparency, always keeping the pupil's best interests paramount.

SENIOR SCHOOL (Y7-13)

Identifying More Able pupils

More Able pupils are usually identified on entry to Senior School during the entrance procedure. CAT scores and on-going teacher observation and discussion amongst subject areas also enable us to highlight other individuals.

Pupils who are more able are identified in a number of ways:

- regular standardised testing and tracking
- teacher assessments
- teacher observations
- parental consultation
- outstanding achievements
- teachers consult and liaise with one another and include the Head (SENDCo) in discussions.

More Able pupils at Talbot Heath are those who are deemed to be outstanding compared to their peer group in one or more academic subjects within the school. The data held by the school will show in what area an individual is deemed to fit the criteria. More Able register criteria is a score of 129 or higher on their CAT (Cognitive Ability) tests.

Additionally, pupils who have specific high abilities in sport, art, music or drama, are identified and supported through our Scholarship programme.

Individual Staff responsibility

All teachers should ensure that lessons reflect the faculty policy and schemes of work. Teachers use adaptive teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. In addition, teachers should:

- Provide pupils with opportunities to extend their skills by promoting open ended and investigative activities
- Recognise the importance of setting work which is more challenging and plan with the gifted students in mind
- Identify and support pupils who need more challenging opportunities
- Encourage independent learning in such pupils alongside their peers
- Provide more able pupils with stimulating enrichment tasks alongside their peers. Goals for extension tasks to include: critical thinking, creative thinking, increased independence, problem solving, reflection and self-knowledge.

Form Teacher/Tutor responsibility

- To ensure that the more able pupils are supported and encouraged
- To monitor progress of more able pupils to ensure they are stimulated and extended and making progress commensurate with ability in all subjects

HOF/Subject Coordinator/Key Stage Coordinator responsibility and SENDCo responsibility

- To ensure policies and schemes of work are planned with more able pupils in mind
- Ensure procedures are adhered to by all members of the department
- Monitor progress of more able pupils to ensure they are extended and making progress commensurate with their abilities
- Liaise with staff who teach the pupils for other subjects

Pupil responsibility

- To discuss their individual learning needs with subject teachers and form teachers (age appropriate)
- To challenge themselves with any extension activities given by subject staff

Parental responsibility

- To notify the school on entry if their daughter has been identified as more able
- To contact the school if their child feels she is not being challenged within classwork or homework