

More Able and Talented Policy

St Mary's Catholic Primary School



Reviewed: September 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

St. Mary's Primary is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen. 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope John Paul II – address of His Holiness John Paul II to the bishops of Great Britain on their Ad Limina visit, 26th March 1992) and the foundation of the entire educational process. We also provide a range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community
- Our respect for one another
- Our welcome to and interest in all those who visit our school
- Discipline inspired by forgiveness, healing and reconciliation
- Our school environment

Through rising to this challenge, we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the wellbeing of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

The Aims for Each Child at St Mary's Catholic Primary School

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

Introduction

The purpose of this policy is to address the needs of the children at St. Mary's who have been identified as making progress which significantly exceeds age related expectations. This is in accordance with the aims of our school mission statement. We aim to provide opportunities for more able pupils within the school's framework of a carefully structured positive atmosphere in which provision for all pupils is recognised and differences are acknowledged. This includes provision where appropriate, for the exceptionally able pupils who have the capacity to perform at the very highest levels and does not necessarily preclude pupils with a statement of special educational needs. Provision for the more able is an integral part of the school's approach to inclusion which recognises all pupils' entitlement to a broad, balanced, challenging and exciting curriculum.

Definition

- More able pupils have notable abilities in one or more subjects in the statutory curriculum.
- Definitions relate to the national curriculum and to pupils of compulsory school age but can be extended to include all those who show marked abilities at any age. At St Mary's therefore this would include children in the Nursery.
- Pupils of exceptional ability refers to a small proportion of children (approximately 2% of children nationally), but we recognise the importance of being able to plan for provision even if there are times when the school does not have pupils at this level of ability on roll.

Identification

Children will not generally be identified as being of particular ability as a result of a single test but rather the combination of factors which would include the use of quantitative data (which is closely monitored using iTrack: the school's data tracking system):

- National Curriculum assessments – tests and teacher assessments.
- Internal school assessment data
- Standardised ability tests
- Music, art, dance, drama and sporting assessments

This is supplemented by a range of qualitative information which the school uses as part of the process of its development of assessment for learning:

- Teacher assessments.
- Teacher nomination in liaison with relevant subject leaders.
- Pupil observation – in class, in groups, in extra- curricular activities, in social activities. In the Foundation Stage a range of observations form the basis of assessing pupil progress against the Early Learning Goals.
- Scrutiny of pupils' work.
- Peer nomination – children are quick to recognise ability in others and often take pleasure and interest in seeing their peers do something well. Their views therefore will be considered and form part of the profile of the more able child.
- Discussions with parents and carers.
- In some cases to confirm identification, advice from the school's educational psychologist may be sought if this is considered appropriate.

The school is aware of the need to pay particular attention to pupils we have identified as being more able and who might also be considered to be from a vulnerable group. The systems in place for identification and monitoring should also ensure that underachievement by individual pupils is identified early and appropriate measures are put in place.

Provision

Whole School Level

A climate of open enquiry within our school allows children to feel safe in trying out new ideas and making mistakes. At St. Mary's we aim to:

- Create an ethos where being bright is accepted and desired and to treat intellectual risk and uncertainty as interesting challenges.
- Encourage all children to be independent learners. This includes the use of the library and the internet as a resource for individual study and research.
- Recognise achievement.
- Encourage children to participate in school working parties e.g. newsletter, school council, a variety of leadership opportunities/teams which are available to them.
- Develop links with secondary schools to allow pupils to participate in summer schools, master classes and Saturday workshops.
- Make use of special skills of individual members of staff (and those from linked secondary schools) particularly to develop skills and talents of pupils – choir, dance, football and netball and art clubs.
- Provide enrichment opportunities by inviting outside specialists to provide one day workshops and after – school activities.

Classroom Level

- Full class teaching in an atmosphere of mutual respect.
- Flexible teaching throughout lessons to allow independent investigation.
- Setting by social groups, ability or mixed aptitude groups.
- Enrichment through a range of materials and resources, study skills taught directly, investigation work, increased technical / specialist language.
- Extension using open-ended tasks and questions, deepening understanding of concepts, additional activities around basic themes.
- Differentiation matching tasks to ability.
- Problem solving and investigation.

Role of the Co-ordinator

- Keep governing body informed and up-to-date through link governor
- Monitor agreed policy and ensure early identification
- Develop and share expertise, updating colleagues on best practice or new initiatives as they arise.
- To develop extension and enrichment material and purchase appropriate resources.
- Monitor assessment and provision to ensure individual pupils stay on track and that no specific groups appear to underachieve.
- Provide links with necessary specialists.
- Liaise with subject leaders to ensure that the principles of the More Able Policy are implicit in the school's Teaching and Learning Policy.
- Develop links with other schools to continue to raise achievement through the dissemination of shared good practice.

This policy will be reviewed and updated annually.