



More Able Learner Policy

1. Introduction

Greentrees Primary School is committed to ensuring that every learner receives high-quality, challenging and inspiring teaching that enables them to reach their full potential. While we recognise and nurture the strengths of all pupils, some demonstrate attainment or potential significantly above age-related expectations. This policy outlines how we identify, support and monitor our more able to ensure their needs are effectively met.

2. Aims

This policy aims to:

- establish a shared understanding of how more able and higher attaining pupils are defined, identified, provided for and monitored
- ensure accurate, consistent identification supported by a clearly maintained register
- provide high-quality, appropriately challenging learning experiences
- nurture, develop and stretch pupils' talents and interests
- develop resilience, creativity, critical thinking, independent learning and enquiry
- ensure equality of opportunity, including for disadvantaged learners and SEND
- support staff with guidance, training and tools to meet the needs of more able pupils
- monitor progress to ensure pupils achieve outcomes appropriate with their ability
- foster confident, motivated, life-long learners

3. Definition

The DfE and Ofsted define *More Able* pupils as those whose attainment significantly exceeds age-related expectations.

NACE (National Association for Able Children in Education) defines "more able" learners broadly as those with the **potential or capacity for high attainment**, significantly exceeding age-related expectations in one or more areas, not just academic subjects. It includes students who are already achieving highly, those who are underachieving, and those with "dual/multiple exceptionality" (high ability plus a learning need like dyslexia).

At Greentrees, more able pupils may include those who:

- demonstrate consistently high academic attainment
- show the potential for high attainment in one or more subject areas

- display advanced thinking, creativity or problem-solving
- excel in specific curriculum areas or skills

Source: NACE (2021)

At Greentrees, we have decided to combine the phrase more able with higher attaining pupils to reflect both demonstrated attainment and developing potential.

4. More Able Register

The More Able Register is a live working document identifying pupils who:

- are currently attaining significantly above national expectations, and/or
- show the potential to do so

The register is reviewed termly and informs planning, provision and ongoing monitoring.

5. Identification Procedures

Identification is continuous and considers both quantitative and qualitative evidence.

5.1 Early Identification

- EYFS assessments and pre-school information
- Discussions with parents and carers

5.2 Ongoing Identification

- Insight data tracking across Reading, Writing, Maths, Science and Foundation subjects
- Rising Stars assessments (Years 2–5, Autumn and Summer)
- National assessments including KS2 SATs
- Teacher observation, professional judgement and formative assessment
- Parents will be informed if children are identified as more able or higher attaining in any area of learning

Pupils working at an average depth score of **2.5 or above** are identified as working at **greater depth**. Pupils exceeding this may be considered to be added to the More Able Register.

5.3 Broader Indicators

We also recognise excellence or potential in:

- creativity and imagination
- leadership, independence and collaboration
- problem-solving and reasoning
- subject-specific strengths (e.g., sport, music, art)

Non-academic strengths are recorded and monitored in subject-specific assessments.

5.4 Pupil Progress Reviews

Pupil progress meetings include a focus on more able pupils to ensure challenge, access to opportunities and appropriate next steps.

6. Provision

Provision is designed to challenge and extend learning through depth and mastery, not acceleration.

6.1 In-Class Provision

- open-ended tasks allowing pupils to respond in depth
- extension and enrichment activities
- opportunities to initiate and lead learning
- flexible grouping to ensure appropriate challenge
- personalised feedback and targeted instruction
- tasks based on reasoning, problem-solving and critical thinking
- providing opportunities to develop effective research techniques, library and computing skills

6.2 Beyond the Classroom

- enrichment opportunities (clubs, competitions, school council, performances)
- visits and experiences to broaden knowledge and deepen understanding
- well-matched homework promoting independence and depth
- collaboration with Pickwick Academy Trust and external partners

7. Staff Development

Greentrees ensures staff are equipped to support more able pupils through:

- training on high-level questioning and extension strategies
- development of problem-solving and thinking skills
- CPD for teachers and teaching assistants
- guidance on adaptive teaching, depth tasks and mastery approaches
- coaching or support from the More Able Lead

8. Leadership and Monitoring

8.1 Role of the More Able Lead

The More Able Lead is responsible for:

- maintaining and updating the register
- monitoring pupil progress and outcomes
- supporting staff with identification, assessment and provision
- sharing best practice across the school
- liaising with colleagues within Pickwick Academy Trust
- evaluating provision and reporting to SLT and Governors
- updating the policy in line with national guidance

8.2 Role of Class Teachers

Class teachers are responsible for:

- accurate identification and assessment
- planning and delivering appropriate challenge
- monitoring progress and adapting provision
- sharing information during transitions

9. Impact Measures

Greentrees evaluates the impact of this policy through:

- termly analysis of Insight data
- monitoring of planning, books and learning walks
- pupil voice on challenge, engagement and enjoyment
- ongoing evidence of wellbeing, confidence and curiosity
- progress across the curriculum, not just in areas of high attainment

Expected impact includes:

- more able pupils achieving outcomes significantly above national expectations
- pupils working at depth and demonstrating deep understanding
- high engagement, motivation and resilience
- development of a broad skill set including reasoning, independence and creativity

10. Policy Review

This policy will be reviewed every three years or earlier if national guidance changes.