



Academically More Able Policy

Adopted: Summer 2024
Review: Summer 2027

The Eveleigh LINK Academy Trust Academically More Able Policy

Background

The Department for Education (DfE) no longer uses the term 'gifted and talented' (G&T) officially, but does recognise the needs of academically more able pupils. Schools may still find it useful to refer to certain pupils as G&T. Schools must ensure their provision enables all pupils to make progress. It is up to individual schools to decide how best to cater for more able pupils. Ofsted currently uses the term 'most able pupils'.¹

In 2011, the DfE produced guidance which refers to 'academically more able pupils' as a group.²

The guidance looks at how schools can tailor tuition for these pupils, who were identified as 'those who entered the Key Stage above national expectations in English or mathematics'.

According to an educational consultant at Potential Plus UK, a charity supporting children with high learning potential, the term 'G&T' was developed by the Department for Education and Skills (DfES), a predecessor of the DfE. G&T learners were defined as: *Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)*. This definition did not significantly change during the period the term 'G&T' was used.

The Department for Children, School and Families (DCSF), another predecessor of the DfE, published a document in May 2008 called *Effective provision for G&T children in primary education*. This [document](#) is now available on the National Archives.

¹ For example, paragraph 190 of the School Inspection Handbook says *inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum*.

... For example, inspectors will consider whether pupils who had the highest attainment at the end of Key Stage 2 in English and mathematics achieve the top grades at GCSE in these subjects by the age of 16, and whether enough current pupils are on track to do so.

² <https://www.gov.uk/government/publications/developing-quality-tuition-effective-practice-in-schools-academically-more-able>

In 2010, additional funding for master classes and extended provision for these children was scaled back, following a report on social mobility, which said that gifted children should no longer be identified in a national database.³

Introduction

- 1.1** At The Eveleigh LINK Academy Trust, we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as more able.
- 1.2** Traditionally, distinctions have been made between ‘gifted’⁴ and ‘talented’.⁵ Academically more able children, with logical thinking, processing and reasoning, will tend to have aptitude across the curriculum. A few children display strengths in either maths or literacy; the majority of more able children will have strengths in all academic areas. A particular child may be able to do what other children of a similar age cannot do in sports, music, computing or linguistics; that does not mean that they are academically more able, although most schools would want to follow their talents and encourage them to take them further.
- 1.3** Provision will be made for more able children within normal class teaching.

Aims

- 2.1** Our aims are to:
- enable children to develop to their full potential;
 - set aspirational sights for our most able and give added value;
 - ensure that we stretch and challenge children of all abilities through the work that we set them;

³ <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/raising-achievement-specific-groups/is-gifted-and-talented-a-term-still-used-by-the-dfe-and-ofsted/?marker=site-tool-page-visited&unlock=3>

⁴ *Gifted* refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects

⁵ *Talented* refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

- support children to generate their own learning and enquiry;
- encourage children to think and work independently.

Identification of more able children

- 3.1** We use a range of strategies to identify the academically more able, and constantly monitor and review children's progress to ensure that they are working at the cusp of their abilities. Flexibility is key, and pupils within our academically more able groups are always subject to change. Class teachers maintain open lines of communication as to the make-up of groups.
- 3.2** Class teachers regularly review their children's progress using formative and summative data.
- 3.3** Tracking tools are used to ensure all children progress over time.

Teaching and learning style

- 4.1** Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:
- a common activity that allows the children to respond at their own level;
 - an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - the opportunity for children to progress through their work at their own rate of learning.
- 4.2** Links with Secondary Schools are fostered, supporting the academically able children by lending resources, teaching hours and sharing curriculums tailored to extending such children.

Monitoring and review

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5.1 This policy will be reviewed every three years, or earlier if necessary.