



More Able, Most Able and Talented Pupils Policy (MAT Policy) Reviewed Autumn 2025

Rationale

At Griffithstown Primary School we recognise that we have more able, most able, and talented pupils. All pupils must be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. We must ensure all pupils thrive in a culture of ambition and aspiration.

Aims

To ensure all MAT pupils are identified, appropriately challenged, and supported to achieve their potential.

Definitions

- **More able** pupils are identified:
 - in maths, as those achieving a standardised score of 110 to 119 on the STAR Maths test
 - in writing, as those achieving a spelling age of 12 months to 24 months above their chronological age on the Parallel Spelling test **and** demonstrating a significant number of writing features on the Writing Assessment Grid from the year above
 - in reading, as those achieving a reading age of 12 months to 24 months above their chronological age on the Star Reading test.
- **Most able** pupils are identified:
 - in maths, as those achieving a standardised score of 120 or higher on the STAR Maths test
 - in writing, as those achieving a spelling age of 24 months or higher than their chronological age on the Parallel Spelling test **and** demonstrating a significant number of writing features on the Writing Assessment Grid from two years above
 - in reading, as those achieving a reading age of 24 months or more above their chronological age on the Star Reading test.

A professional discussion will consider data and all aspects of the child before the final decision is made as to whether a pupil is more able or most able. A most able child will receive an Individual Action Plan.

Inspire Challenge Achieve

- **Talented** pupils are identified as those with exceptional talents or skills in non-academic areas of learning.

Monitoring, Evaluating & Reviewing

Class teachers must ensure that all pupils complete assessments at identified points in the year and upload results to class assessment trackers. Together with the Headteacher, class teachers engage in professional discussion to identify more and most able pupils, and compile a More and Most Able Register. Class teachers must ensure more able pupils are exposed to high quality and appropriate differentiation. Provision for most able pupils must enable targets within their Individual Action Plan to be achieved. Class teachers must share assessment data and ensure parents/carers understand their child is identified as a more/most able pupil in spelling, writing, reading and maths. A draft 'Individual Action Plan' is developed between the class teacher and pupil within two weeks of the professional discussion. After quality assurance by the HT/DHT they are shared with parents/carers for their contribution and adaptations made in light of their views. The IAP is reviewed with the pupil within two weeks of each assessment cycle to ensure targets are impacting on pupil progress. IAPs are evaluated during termly professional discussions and then shared with parents within a week of the professional discussions. The More and Most Able Register is updated after each term's professional discussion. The designated governor will scrutinise the process and documentation at identified dates throughout the year.

Talented Pupils

A questionnaire will be sent out for parents to identify their child as 'talented' at the start of each academic year. Talented pupils in sport will be those recognised regionally or nationally. Talented artistic pupils will be those identified by teachers. All talent will be celebrated.

Timeline for Most Able Learners

SEPTEMBER

Analysis of Baseline Assessment Data & Professional Discussions - Most Able Learners Identified

MATHS

standardised score of 120 or more on the STAR Maths test

READING

reading age of 24 months above their chronological age on the Star Reading test

WRITING

spelling age of 24 months above their chronological age on the Parallel Spelling test and demonstrating a significant number of writing features on the Writing Assessment Grid from two years above_

OCTOBER

Development of an Individual Action Plan

IAP

- Targets set & strategies identified to meet those targets
- Pupil voice gathered

Parents

- Contribute to the IAP—how will they support at home to achieve identified targets?
- Return IAP to school

PTCs

- IAP is discussed & finalised
- Parents receive a copy of the IAP
- School scans & stores IAP electronically

JANUARY

Analysis of December Assessment Data & Professional Discussions - New MA Learners Identified

EXISTING IAPs

- Targets reviewed
- Next steps / new strategies identified
- Reviewed IAP shared with parents

NEW IAPs

- Targets & strategies identified
- Pupil & parent voice gathered
- IAP discussed at PTCs

EXISTING IAPs

- Targets reviewed
- Next steps / new strategies identified
- Reviewed IAP shared with parents

NEW IAPs

- Targets & strategies identified
- Pupil & parent voice gathered
- IAPs shared with parents

Inspire Challenge Achieve

JUNE

Final review of Individual Action Plans