



More Able, Most Able and Talented Pupils Policy (MAT Policy) Reviewed Autumn 2026

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

1. **More able** pupils are identified:
 - in maths, as those achieving a standardised score of 110 to 119 on the STAR Maths test
 - in reading, as those achieving a reading age of 12 months to 24 months above their chronological age on the Star Reading test.
2. **Most able** pupils are identified:
 - in maths, as those achieving a standardised score of 120 or higher on the STAR Maths test
 - 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 Most Able Action Plan (iMAAP.)

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

Provision for Most Able and Talented Learners

Our school is committed to ensuring that more able and talented learners experience sustained and appropriate challenge, both through high-quality everyday classroom provision and carefully planned enrichment opportunities. We recognise that effective provision should Inspire Challenge Achieve

develop independence, problem-solving, decision-making and higher-order thinking, enabling learners to apply their knowledge and skills confidently in new and unfamiliar contexts. As part of this provision, identified learners in Years 2 to 6 will have opportunities to undertake extended enquiry-based projects, supported by regular teacher coaching and challenge sessions. Learners will be given increasing autonomy to pursue questions and areas of interest, make informed decisions about their learning, research and investigate independently, and respond constructively to challenge and feedback. The emphasis will be on greater depth, complexity, reasoning, creativity and intellectual challenge rather than simply completing more work. Learners will be encouraged to justify their thinking, evaluate evidence, explore alternative approaches, persevere when solutions are not immediately apparent and transfer their knowledge and skills across different contexts. Progress will be evaluated not only through pupils' attainment and the quality of their outcomes, but also through the development of their independence, resilience, critical thinking, problem-solving and ability to reflect upon and evaluate their own 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 and most able pupils are exposed to high quality and appropriate differentiation. Provision for most able pupils must enable targets within their Individual Most Able Action Plan (iMAAP) 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 reading and/or maths. A draft iMAAP is developed between the class teacher, a member of S.L.T., 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 considering their views. The iMAAP is reviewed with the pupil at the end of each term to ensure targets are impacting on pupil progress. 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

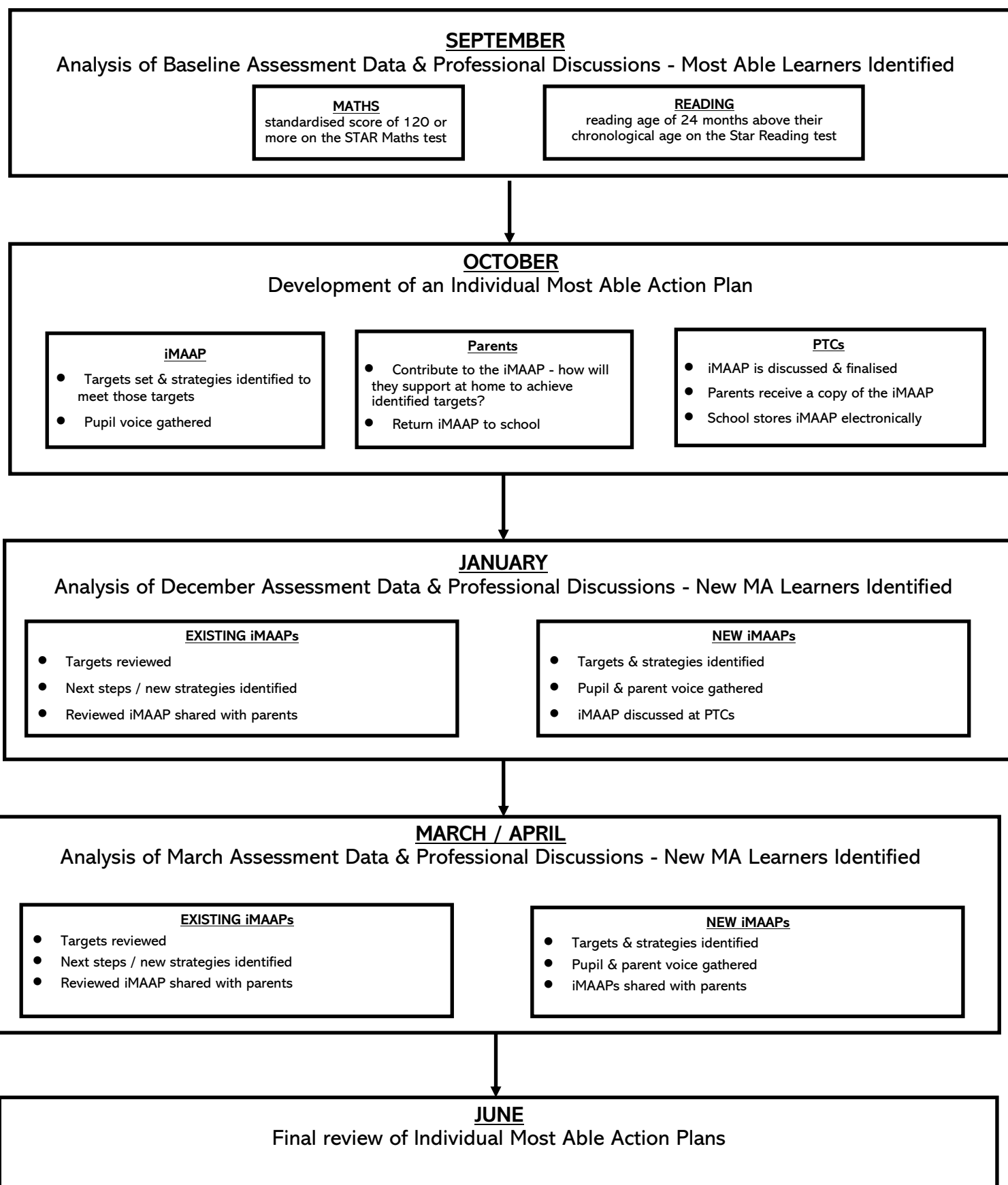
A questionnaire will be sent out for parents to identify their child as 'talented' at the start of each academic year. Talented pupils in sport will be those recognised regionally or nationally. Talented artistic pupils will be those identified by teachers. All talent will be celebrated.

APPENDIX

1. Timeline For Most Able Learners
2. Blank Individual Most Able Action Plan (iMAAP)
3. Parent Guide to iMAAP
4. Most Able Learners Teacher Support Guide
5. Sample iMAAP Y2
6. Sample iMAAP Y6

Appendix 1

Timeline for Most Able Learners



Appendix 2: Blank Individual Most Able Action Plan (iMAAP)

	Individual Most Able Action Plan (iMAAP) <i>Pupil ownership • purposeful challenge • independence</i>	
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Name:	Year Group:	Teacher:	FSM / GT / CLA / EAL:	Start date: October 2026	Review dates: Dec 2026 / Apr 2027 / Jun 2027
Current strengths / high attainment:					



Pupil Voice & Enquiry Focus (The pupil should have meaningful ownership. The answer or outcome should not be fully predetermined.)

My project / enquiry question:	Why have I chosen this?	What do I already know?	What do I want to discover, solve or change?
How might I find out? People • information • data • experiments • observation	Possible final outcome / authentic audience:	What will make this genuinely challenging for me?	What decisions will I make for myself?

Core strand	My target	Strategies / coaching support	How we will know I am succeeding: observable success criteria
INDEPENDENCE Plan, manage and evaluate learning.	Target:		
CHALLENGE AND THINKING Tackle unfamiliar problems and explore alternatives.	Target:		
REASONING AND EVIDENCE Explain, justify and evaluate conclusions using appropriate evidence.	Target:		

TEACHER Review of impact (Assess the learner as well as the finished product. Use Emerging → Developing → Secure → Highly Independent.)

Review	Independence	Challenge and thinking	Reasoning and evidence	Evidence of impact / next steps
December 2026	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:
April 2027	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:
June 2027	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:

PARENT Observations (A change I have noticed in how my child approaches challenging learning.)

December 2026	
April 2027	

June 2027	
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Appendix 3: Parent Guide to iMAAP

	Supporting Your Child's Most Able Learning A parent and carer guide to the Individual Most Able Action Plan (iMAAP)
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The most important message

Your child's iMAAP is designed to develop an increasingly independent learner. Your role is not to teach the project, provide the answers or make the finished product. The most helpful support is curiosity: listen, ask questions, provide opportunities and let your child do the thinking.

What is an iMAAP?

The Individual Most Able Action Plan gives your child an opportunity to follow a challenging enquiry or project over time. Your child will make meaningful choices, meet a teacher regularly for coaching and learn to explain, challenge and improve their own thinking.

The three areas we are developing

1. Independence Plan, manage and evaluate learning. We want pupils to make decisions, organise themselves, reflect and become less reliant on adults.	2. Challenge and thinking Tackle unfamiliar problems and explore alternatives. We want pupils to persevere, question ideas, try different approaches and be willing to rethink.	3. Reasoning and evidence Explain, justify and evaluate conclusions using appropriate evidence. We want pupils to explain why, use evidence, judge information carefully and revise views when needed.
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How you can help

Show genuine interest in the question your child is investigating.

Ask your child to explain ideas rather than checking whether an answer is "right".

Encourage your child to try more than one approach when something is difficult.

Help your child access appropriate experiences, people, books or resources when these add value.

Allow mistakes and uncertainty. Productive struggle is an important part of challenging learning.

Encourage your child to make the final decisions and produce the work independently.

Questions that help more than answers

Independence	Challenge and thinking	Reasoning and evidence
What have you tried? What do you think your next step should be?	Is there another possibility? What could you try if that does not work?	What makes you think that? What evidence do you have?

Enrich the learning, rather than doing the learning

Families do not need to buy resources or provide specialist teaching. If it is appropriate and manageable, you might be able to offer an experience or connection that makes the enquiry more authentic:

a relevant visit or real-life experience

a conversation with someone who has useful knowledge or experience

access to an appropriate book, material or everyday resource

a chance to test an idea in a real context

an audience who can listen to the pupil's conclusions and ask thoughtful questions

Please avoid

Doing research on your child's behalf • rewriting or correcting the final work • choosing the direction of the project • solving difficulties too quickly • comparing the project with another child's. If the work looks completely adult-produced, it cannot show us what your child can do independently.

How can I contribute to the iMAAP?

At the start	Share interests, strengths and experiences you notice at home. Tell us about any realistic opportunities or resources that may support the enquiry.
During the project	Use the questions above and encourage independence. You do not need to create extra work at home.
At review	Tell us what you have noticed about how your child approaches challenging learning. Specific examples are particularly useful.

Helpful observations to share at review

Is your child becoming more independent?

Does your child persist for longer when something is difficult?

Is your child asking more thoughtful questions?

Does your child explain and justify ideas more readily?

Does your child look for evidence instead of simply accepting an answer?

Can your child describe changing or improving an idea after receiving new evidence or feedback?

Remember

A polished final product is not the main goal. The most important outcome is growth in independence, willingness to tackle challenge, and the ability to reason from evidence.

Appendix 4: Most Able Learners Teacher Support Guide

	MOST ABLE LEARNERS
Purpose A guide for planning and reviewing provision for most able learners.	

1. Approach

Use an extended, worthwhile enquiry in which the answer or outcome is not predetermined.

Select a small number of complementary iMAAP targets, under the three core strands

Independence: plan, manage and evaluate learning

Challenge and thinking: tackle unfamiliar problems and explore alternatives

Reasoning and evidence: explain, justify and evaluate conclusions using appropriate evidence.

Use the fortnightly coaching meeting to question, challenge, review evidence and agree pupil-led next steps. The teacher coaches rather than directs.

Assess the learner as well as the finished product, particularly independence, enquiry, critical thinking, reasoning, resilience and reflection.

2. Project bank

Project	Enquiry question	Challenge developed	Possible outcome
Design the School of the Future	What should a school look like if it is designed around how children learn best?	Research, design, mathematics, reasoning, evaluation	Scale model, digital design or presentation to governors
Can We Make Our School Greener?	What is the most effective change our school could make to reduce its environmental impact?	Data, analysis, evaluation, persuasive argument	Evidence-based proposal with costings
The £100 Challenge	How could £100 make the biggest positive difference in our school or community?	Financial literacy, comparison, decision-making, justification	Impact proposal and pitch
Playground Reimagined	How could we redesign part of our playground to improve children's experiences?	Measurement, budgeting, design, consultation	Scaled plans and formal proposal
Griffithstown 2050	What might Griffithstown be like in 2050 and what should we change now?	Geography, sustainability, forecasting, evidence	Exhibition, model or presentation
The Great Local Mystery	What about our locality do we genuinely want to investigate?	Historical enquiry, sources, reliability, research	Documentary, podcast, exhibition or website
Are We a Children's Rights School?	How well does our school help children experience their rights?	Evaluation, interviewing, evidence, ethical reasoning	Pupil-led rights audit and recommendations
Solve a Real School Problem	What problem in our school could we solve?	Problem identification, design thinking, collaboration	Tested solution presented to SLT

Fact or Fiction?	How do we know whether information can be trusted?	Critical literacy, source evaluation, reasoning	Guide for pupils on spotting unreliable information
Invent Something That Matters	Can you design something that solves a genuine problem?	STEM, creativity, prototyping, testing	Prototype and pitch
Should We Change Our School Day?	Would changing the organisation of the school day improve learning?	Data, argument, research, competing perspectives	Evidence-based recommendation
A Question Nobody Has Asked Us	What important question would you investigate if nobody told you what to learn?	Autonomy, enquiry, intellectual curiosity	Pupil chooses methodology and outcome

Age-appropriate starting points

Year	Suggested starting points	Progression emphasis
Year 2	The Perfect Playground; Build a Home for...; Which Material Is Best?; Make Our School Better	Choice within a structured framework.
Year 3	Could We Live Somewhere Else?; £100 Challenge; Healthy School Challenge; Local History Detectives	Begin selecting research methods and deciding how to present findings.
Year 4	Design a Sustainable Community; Reduce the School's Waste; Invent Something That Matters; Truth Detectives	Emphasise evidence, competing possibilities and justification.
Year 5	Griffithstown 2050; Environmental Sustainability; Can Technology Solve This?; Children's Rights Investigation; Start a Social Enterprise	Generate subsidiary questions, evaluate sources and revise ideas following challenge.
Year 6	School Improvement Commission; Future of Our Community; Ethical AI; Social Enterprise Challenge; Independent Enquiry	Keep the destination deliberately uncertain; pupils should not know the answer before they begin.

3. iMAAP target, strategy and success-criteria bank

Choose only the targets that represent the pupil's next developmental step. Targets are organised under the three core strands.

Independence: plan, manage and evaluate learning.			
Focus	Suggested target	Success criteria	High-value strategies
Planning & management	Take increasing responsibility for planning and managing my learning.	Identifies next steps; organises time/resources; completes agreed actions between sessions.	Project planner and milestones; pupil-generated actions; brief learning log.
Decision-making	Make independent decisions about how to approach challenging learning.	Chooses suitable strategies/resources; explains choices; changes approach when needed.	Offer method/resource choice; respond with questions; independent research opportunities.

Sustained independence	Sustain an extended project independently over time.	Maintains progress; meets milestones; brings evidence of independent work.	Phase the project; agree deadlines; project journal; gradually reduce prompts.
Reflection & metacognition	Evaluate my learning and use reflection to improve what I do next.	Identifies strengths/improvements with evidence; evaluates strategies; sets and applies a meaningful next step.	Self-assessment; learning journal; post-task reflection; before/after comparison.
Leadership	Lead aspects of collaborative learning responsibly.	Organises tasks; involves others; keeps focus; evaluates group success.	Project-leader roles; pupil-led meetings; group investigations.
Collaboration	Use others' ideas to improve my thinking and support peers without taking over.	Listens to perspectives; incorporates useful ideas; coaches through questions; recognises others' strengths.	Peer critique; collaborative enquiry; expert interviews; peer coaching prompts.

Challenge and thinking: tackle unfamiliar problems and explore alternatives.

Focus	Suggested target	Success criteria	High-value strategies
Resilience	Persevere when the solution is not immediately apparent.	Sustains effort; tries alternatives before seeking help; learns from unsuccessful attempts.	Unfamiliar problems; “try three before me”; discuss productive struggle.
Seeking challenge	Seek appropriate challenge and respond constructively to mistakes and feedback.	Recognises when work is too easy; chooses demanding work; adapts after feedback or an unsuccessful attempt.	Open-ended challenge; identify challenge point; error analysis; keep first attempts/revisions; feedback-action log.
Critical thinking	Think critically about information, ideas and possible solutions.	Questions claims; considers alternatives; reaches a reasoned conclusion.	Competing explanations; prove-it tasks; ask “What makes you think that?”
Questioning & possibility	Develop worthwhile questions and explore possibilities before concluding.	Asks investigable questions; generates and compares alternatives; refines questions as understanding grows.	I wonder... prompts; open/closed questions; ranking; open-ended enquiries.
Transfer	Make connections and transfer prior learning to unfamiliar contexts.	Identifies relevant prior learning; applies it effectively; explains the connection.	Cross-curricular and real-life challenges; ask what previous learning could help.
Mathematical problem-solving	Apply mathematics independently to unfamiliar, multi-step problems.	Identifies mathematics required; selects an effective strategy; checks and justifies solution.	Real-life investigations; remove method prompts; multi-step problems.
Mathematical enquiry	Investigate patterns, generalise and prove or disprove ideas.	Identifies relationships; forms/tests a conjecture; uses examples, reasoning or counterexamples.	Pattern enquiries; “What happens if...?”; always/sometimes/never; prove-it tasks.
Comparative thinking	Compare approaches and formulate my own mathematical enquiries.	Uses more than one method; evaluates efficiency/accuracy; asks a worthwhile question and investigates systematically.	Compare worked examples; multiple-solution problems; pupil-generated investigation journal.

Creativity	Generate, test and refine original ideas.	Produces several possibilities; selects with reasons; tests/evaluates; improves purposefully.	Three-before-one brainstorming; constraints; prototype-test-improve; peer feedback.
Intellectual risk	Take considered intellectual risks.	Tries unfamiliar approaches; accepts initial uncertainty; uses outcomes to improve thinking.	Open-ended challenges; value productive failure; teacher models uncertainty.

Reasoning and evidence: explain, justify and evaluate conclusions using appropriate evidence.

Focus	Suggested target	Success criteria	High-value strategies
Explanation & justification	Explain and justify my thinking clearly using relevant evidence.	Gives reasons; selects relevant evidence; links evidence to conclusions; distinguishes evidence from opinion.	Convince-me tasks; verbal explanation; evidence ranking; reasoning stems.
Evaluation & argument	Evaluate evidence and construct a convincing argument.	Compares strength of evidence; presents a position; considers alternatives; revises when stronger evidence emerges.	Compare/conflict sources; debate; authentic audience; devil's advocate.
Interpretation	Read challenging material independently and develop deeper interpretations.	Identifies key/implicit ideas; makes inferences; supports interpretation with precise evidence; considers alternatives.	Challenging texts; evidence trails; reading journal; paired interpretations.
Source evaluation	Research independently and evaluate sources.	Selects relevant sources; notes in own words; checks authorship/purpose; identifies bias or unreliability.	Research log; source comparison; fact/opinion/bias activities; avoid copy-and-paste.
Synthesis	Synthesise information from several sources.	Combines ideas; identifies agreement/contradiction; reaches an overall evidence-based conclusion.	Research grids; thematic notes; require conclusions, not lists of facts.
Oracy & discussion	Communicate complex ideas and contribute thoughtfully to discussion.	Explains logically; uses appropriate vocabulary; listens, builds on ideas, questions and respectfully challenges.	Presentations; teach-back; Socratic discussion; debate; discussion stems.
Defending a viewpoint	Defend and, when appropriate, revise my viewpoint.	Uses evidence; responds thoughtfully to challenge; changes position when evidence warrants it.	Debate; devil's advocate; conflicting evidence; structured discussion.

4. Subject and wider-learning stretch

Area	What greater depth might look like
Mathematics	Explain thinking precisely; solve unfamiliar multi-step problems; compare strategies; justify/prove; transfer mathematics to real contexts.
Reading	Analyse authorial choices and impact; compare themes/viewpoints; infer deeper meanings with evidence; critique challenging texts; choose ambitious reading independently.

Writing	Adapt style for audience/purpose; use ambitious vocabulary accurately; edit/redraft purposefully; deepen explanation/evaluation; experiment with literary techniques.
Science	Design/evaluate investigations; apply knowledge in unfamiliar contexts; justify conclusions with evidence; generate high-level questions; communicate technically.
Research & enquiry	Generate own enquiry questions; use multiple sources; evaluate reliability; synthesise information; select an appropriate presentation format.
Leadership	Act as a learning ambassador; support peers; lead an improvement-linked project; present to an audience; mentor younger pupils.

5. Possible Fortnightly coaching cycle

Session	Coaching question	Purpose
1. The Question	What do you want to find out?	Turn an interesting topic into a worthwhile enquiry question.
2. The Plan	How will you find out?	Identify evidence, people, experiments, information or data needed.
3. Challenge the Evidence	How do you know?	Test assumptions and source reliability.
4. Decision Point	What does the evidence make you think now?	Permit a change of direction when evidence warrants it.
5. Critique	What is not good enough yet?	Use peer/teacher critique, then revise.
6. Apply	What will you do with what you have learned?	Produce, design, solve, recommend or campaign.
7. Defend	Can you convince me?	Defend conclusions under challenging questioning.
8. Reflect	How are you now a better learner?	Evaluate strategies, growth and next learning step.

6. High-value coaching questions

Focus	Questions
Reasoning	What makes you think that? What evidence supports your conclusion? What assumptions are you making? Can you prove it? What would change your mind?
Critical thinking	Is that source trustworthy? Is there another explanation? What contradicts your argument? Whose perspective have you not considered?
Problem-solving	What have you tried? Why did it not work? What alternatives are possible? Which solution is strongest, and against what criteria?

Independence	What do you think your next step should be? What can you do without adult help? What decision do you need to make? What must you learn before moving on?
Reflection	What have you changed your mind about? Where did you struggle? What did you do when stuck? What would you do differently next time?

7. Assessing progress

Progression scale

Emerging → Developing → Secure → Highly Independent. Assess progress consistently against the same three core strands used to set targets in Section 3. Judge the quality, independence and sophistication of the learning demonstrated, not simply the polish of the final product.

Independence: plan, manage and evaluate learning.

Assessment focus	Teacher lens
Planning & management	How effectively does the pupil plan next steps, organise time and resources, and sustain progress?
Independent decision-making	Does the pupil select strategies and resources independently and adapt the approach when needed?
Reflection & metacognition	Can the pupil evaluate what has helped or hindered learning and identify a meaningful next step?
Leadership & collaboration	Can the pupil take responsibility, use others' ideas constructively and contribute without becoming over-reliant on adult direction?

Challenge and thinking: tackle unfamiliar problems and explore alternatives.

Assessment focus	Teacher lens
Challenge & resilience	How does the pupil respond when learning is difficult, uncertain or initially unsuccessful?
Critical thinking	Does the pupil question assumptions, explore alternatives and avoid accepting the first or easiest answer?
Transfer & problem-solving	Can the pupil select and apply prior learning in unfamiliar contexts and compare possible approaches?
Creativity & intellectual risk	Does the pupil generate, test and refine ideas and show willingness to try an unfamiliar approach?

Reasoning and evidence: explain, justify and evaluate conclusions using appropriate evidence.

Assessment focus	Teacher lens
Explanation & justification	Can the pupil explain thinking clearly and support conclusions with relevant evidence?
Evidence evaluation	Does the pupil judge the reliability, relevance and strength of evidence rather than simply collecting information?
Synthesis & conclusion	Can the pupil combine information from different sources, recognise agreement or contradiction and reach a reasoned conclusion?
Defending and revising ideas	Can the pupil respond to challenge, defend a viewpoint with evidence and revise it when stronger evidence emerges?

Overall judgement: use evidence from coaching conversations, work completed between sessions, the pupil's decision-making and revisions, and the final outcome. A pupil working at Highly Independent level should demonstrate these behaviours with minimal adult prompting and transfer them across contexts.

8. Final showcase

Where appropriate, pupils present to an authentic audience such as parents, governors, staff or other pupils. The audience should probe the learning rather than simply praise the product.

What is your strongest piece of evidence?

Inspire Challenge Achieve

What did you change your mind about?

What was the hardest problem you encountered?

What would you investigate next?

Appendix 5: Sample iMAAP Y2

	Individual Most Able Action Plan (iMAAP) <i>Pupil ownership • purposeful challenge • independence</i>	
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Name: Leo Brown	Year Group: 2	Teacher: Mr Black	FSM / GT / CLA / EAL: FSM	Start date: October 2026	Review dates: Dec 2026 / Apr 2027 / Jun 2027
Current strengths / high attainment: Leo shows exceptional spatial reasoning for his age and is highly creative in Design & Technology. He can articulate complex ideas verbally and enjoys solving structural puzzles.					

Pupil Voice & Enquiry Focus (The pupil should have meaningful ownership. The answer or outcome should not be fully predetermined.)			
My project / enquiry question: How can we design 'The Perfect Playground' for everyone?	Why have I chosen this? I love break time, but sometimes it is too crowded and not everyone has something fun to play with.	What do I already know? I know slides and climbing frames need soft ground for safety, and they take up a lot of space.	What do I want to discover, solve or change? I want to discover how to fit different play zones (active and quiet) into our school's playground space.
How might I find out? I will measure the playground, observe how children play, and survey my classmates about their favourite equipment.	Possible final outcome / authentic audience: A 3D model and a presentation for the Headteacher and School Council.	What will make this genuinely challenging for me? I have to use real <u>measurements</u> so the equipment <u>actually fits</u> in the real playground space.	What decisions will I make for myself? I will decide which equipment to include based on my survey data and what materials to use for my model.

Core strand	My target	Strategies / coaching support	How we will know I am succeeding: observable success criteria
INDEPENDENCE Plan, manage and evaluate learning.	Target: To gather and record survey data without adult prompting.	Give Leo a clipboard and a simple tally chart template.	Leo collects at least 20 responses from peers independently during break times
CHALLENGE AND THINKING Tackle unfamiliar problems and explore alternatives.	Target: To create a scaled layout plan where all equipment fits safely.	Provide grid paper and introduce the concept of 1 square = 1 metre.	Leo creates at least two different draft layouts and adjusts them when items do not fit.
REASONING AND EVIDENCE Explain, justify and evaluate conclusions using appropriate evidence.	Target: To explain equipment choices using the collected survey data.	Model how to turn a tally chart into a basic bar chart.	Leo can point to his bar chart to justify why he included specific playground items.

TEACHER Review of impact (Assess the learner as well as the finished product. Use Emerging → Developing → Secure → Highly Independent.)				
Review	Independence	Challenge and thinking	Reasoning and evidence	Evidence of impact / next steps
December 2026	E / D / S / HI Secure Evidence:	E / D / S / HI Developing Evidence:	E / D / S / HI Secure Evidence:	What has changed in the pupil's learning? Leo is showing great enthusiasm and easily gathered his survey data. He is beginning to grasp scale but gets frustrated when his first layout idea fails. New target, strategy or next step:

				Next step: work on resilience in redrafting his grid plans before starting the 3D model.
April 2027	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:
June 2027	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:

PARENT Observations (A change I have noticed in how my child approaches challenging learning.)

December 2026	Leo has been constantly talking about measurements at home. He used his building blocks to make a "test playground" and spent an hour reorganising it so the "Lego people wouldn't bump into the swings." He is much more focused on planning before building now.
April 2027	
June 2027	

Appendix 6: Sample iMAAP Y6

	Individual Most Able Action Plan (iMAAP) <i>Pupil ownership • purposeful challenge • independence</i>	
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Name: Elsie Tanner	Year Group: 6	Teacher: Mr Bradley	FSM / GT / CLA / EAL: FSM/CLA	Start date: October 2026	Review dates: Dec 2026 / Apr 2027 / Jun 2027
Current strengths / high attainment: Maya has strong empathetic skills, writes sophisticated persuasive arguments, and reads at a secondary level. She shows a keen interest in social justice, global issues, and pupil leadership.					

Pupil Voice & Enquiry Focus (The pupil should have meaningful ownership. The answer or outcome should not be fully predetermined.)			
My project / enquiry question: Are we truly a Children's Rights School, and do the pupils <u>actually</u> know their rights?	Why have I chosen this? We talk about rights in assemblies, but I don't think everyone understands what the UNCRC means for them in their everyday lives.	What do I already know? I know about the UN Convention on the Rights of the Child and that our school has a right of the month.	What do I want to discover, solve or change? I want to see if our school policies match our daily actions and create a pupil-led 'Rights Audit Report' to improve our school.
How might I find out? I will survey pupils across Y4,5 & 6, interview the Headteacher, and review the school's official <u>behaviour</u> and equality policies.	Possible final outcome / authentic audience: An audit report and a formal presentation to the Board of Governors and the School Council.	What will make this genuinely challenging for me? <u>Analysing</u> complex policy documents meant for adults and synthesizing survey data from over 100 students into a cohesive argument.	What decisions will I make for myself? I will decide what specific questions to ask in my survey, who to interview, and how to format and present the final data.

Core strand	My target	Strategies / coaching support	How we will know I am succeeding: observable success criteria
INDEPENDENCE Plan, manage and evaluate learning.	Target: To design and conduct a school-wide digital survey independently.	Teach Elsie how to use Microsoft Forms and discuss how to frame unbiased, objective questions.	Elsie successfully creates a digital survey, distributes it to classes, and manages a response rate of at least 80% without adult intervention.
CHALLENGE AND THINKING Tackle unfamiliar problems and explore alternatives.	Target: To compare adult-written school policies with actual pupil experiences.	Provide access to the school <u>behaviour</u> and relationships policies; coach her on skimming complex texts for key themes.	Elsie can highlight and identify at least three specific areas where official school policy and student survey data either align or clash.
REASONING AND EVIDENCE Explain, justify and evaluate conclusions using appropriate evidence.	Target: To present findings to the Governors using hard data to back up every claim.	Coach Elsie on data <u>visualisation</u> techniques (creating pie charts/bar graphs) to support verbal arguments.	The final report and presentation rely heavily on survey statistics and direct quotes to justify conclusions, rather than just opinions.

TEACHER Review of impact (Assess the learner as well as the finished product. Use Emerging → Developing → Secure → Highly Independent.)				
Review	Independence	Challenge and thinking	Reasoning and evidence	Evidence of impact / next steps
December 2026	E / D / S / HI Secure Evidence: Created and distributed the survey entirely on her own after one software tutorial.	E / D / S / HI Developing Evidence: Finding the legalistic language in the school policies slightly overwhelming, needing some guidance to decode it.	E / D / S / HI Secure Evidence: Already compiling her initial survey data into excellent, clear pie charts.	What has changed in the pupil's learning? Elsie is highly motivated by having a real-world impact. She was surprised by her initial data regarding <u>pupil</u> knowledge of their rights. New target, strategy or next step:

				Next step: Help her break down the dense policy documents into manageable sections so she can effectively compare them against her data.
April 2027	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:
June 2027	E / D / S / HI Evidence:	E / D / S / HI Evidence:	E / D / S / HI Evidence:	What has changed in the pupil's learning? New target, strategy or next step:

PARENT Observations (A change I have noticed in how my child approaches challenging learning.)	
December 2026	Elsie has been talking constantly about the UNCRC at dinner. She even started questioning if our household rules align with children's rights! She is showing incredible dedication to compiling her survey responses on her laptop in the evenings and is much more interested in reading the news to see how children are treated globally.
April 2027	
June 2027	