



Richard Lander School

Most Able, Gifted and Talented Policy

Policy Effective From: September 2025

Responsibility: Gifted and Talented Lead Teacher/Deputy Head/Head/Governing Body

Reviewed and monitored by: Gifted and Talented Lead Teacher/Deputy Head/Head/Governing Body

Review Date: September 2026

More Able students (MAble):

Most able students are identified by two broad means:

- a) The DfE would identify MAble students by their high KS2 data, drawn from SATs taken in Year 6
- b) Those students who have accelerated their progress through their secondary schooling and who are now achieving similar results to those students who may have higher KS2 SATs results as them

The MAble cohort nationally would account for between 20-30% of a school's cohort. At Richard Lander, our cohort may be as high as 40% due to the proportion of students at the school who had high KS2 SATs results or who have made accelerated progress at the school.

Beyond the definition of MAble students, the school has a register of Gifted and Talented students who are identified within departments as students who have exceptional talent. The term Gifted applies to the mainly academic subjects and the term Talented mainly applies to subjects such as physical education, design technology and the creative arts.

Students can also be nominated as either 'gifted' or 'talented' by subjects according to subject specific identification criteria.

MAble students plus Gifted and Talented students, like all other students, should be given every opportunity to succeed and thrive at Richard Lander school. Additionally, where possible, effort should be made to ensure their education provides broader enrichment opportunities which help develop their confidence and ambition.

Identification

MAble students are identified through teacher assessment and judgement if they have not already been identified by KS2 data. This professional assessment is carried out through:

- Analysis of data from KS2 and baseline assessments
- Analysis of average points and ranking from primary school

- Ongoing assessment in KS3 and KS4
- Discussion of students with colleagues
- Discussion with the student including self-nomination
- Consultation with parents/guardians
- Subject specific criteria

Aims

- To ensure all most able students reach their academic potential
- To ensure most able students develop wider personal skills such as confidence, self-esteem, leadership, initiative, creativity
- To ensure the teaching of more able students is of high quality, is rigorous, challenging and inspirational
- To ensure that students have access to a wide range of stimulating enrichment activities beyond the curriculum
- To provide an environment which ensures all students are able to maximise their potential

Strategies

Whole school opportunities for extension and enrichment are built into schemes of work.

We aim to:

- Create an ethos where “it is OK to be bright”
- Encourage all pupils to become independent learners
- Be aware of the effects of ethnicity, language, gender and social circumstance on learning and high achievement
- Use a variety of whole school strategies including enrichment days/special activities, mentoring, recognising and celebrating achievement

In the classroom

We aim to:

- Encourage pupils to become independent learners through organising their own work, carrying out tasks which stretch their capabilities, making choices about their work and developing the ability to evaluate their work and so become reflective learners
- Employ a range of strategies as appropriate such as:
 - Varied and flexible pupil groupings
 - Differentiation by task
 - Differentiation by outcome
 - Setting individual targets
- Support wider reading within and beyond the boundaries of the curriculum
- Recognise and value pupils’ abilities and achievements
- Where relevant, provide A Level and advanced reading material
- Avoid unnecessary repetition of work
- Combat peer pressure to under achieve whilst being sensitive to the need to conform

- Be alert for the “bright but unmotivated” student who could achieve if motivated and challenged
- Be aware of the danger of assuming that gifted and talented and more able pupils are easier to teach than other pupils

Out of the classroom

We aim to provide:

- A wide range of extra-curricular activities and clubs
- Local and residential trips at home and abroad
- Links to outside agencies for enrichment and support
- Opportunities for extended learning outside of the classroom

Selecting students for enrichment opportunities:

- Students should be selected because of ability not behaviour
- The register on SIMs should be consulted – in particular the subject area – if staff are selecting a student and they have not been added to the register by that department, staff can add them
- The top 5% based on KS2 are on class databases
- A list of activities should be sent to the school’s MAbLe coordinator (Ms H Rickatson) and the Deputy Head teacher responsible for the school calendar. These staff can keep track of the opportunities being offered by department and across the school and can add activities to the whole school calendar.

Setting:

Students are set by ability in English, Mathematics, Science and Languages. In Year 7 this is informed by KS2 data and baseline tests. In Years 8-11, further refinement to the setting process is enabled through regular assessment.

In PE, students are set according to ability in different sports, so groupings will depend upon the strengths of those students in different sporting activities.

By setting students according to ability in these subject areas, teaching can be directed more accurately, prior learning can be developed and lessons will be appropriately challenging.

In some subjects, students are placed in mixed ability settings. This is the case, for example, in Design Technology and the Creative Arts as well as most options subjects at KS4. It is imperative that most able students are challenged appropriately in mixed ability arrangements, through quality planning, teaching and assessment.

Review process

- The progress of MAbLe students will be reviewed annually based on GCSE progress rates and rates of progress of internal assessment for Year 7-10
- The destinations of leavers will be reviewed annually as well as the retention rates at college
- The programme of extra-curricular activities will also be reviewed annually

- Heads of Department and the school's MAble coordinator will be responsible for overseeing regular work sampling across the year groups, reporting concerns to the senior team if raised
- The learning behaviours of MAble students will be further monitored through BFLs.

Lead member of staff: Miss H Rickatson