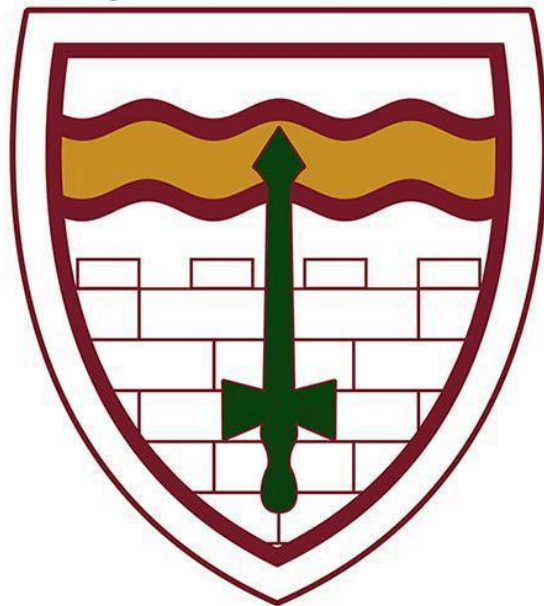


**St Martin's C of E Primary School**  
*'Inspiring children to be the best they can be'*

*St Martin's*  
*C of E Primary School*



*Dorking*

**Agreed - Autumn 2025**  
**To be reviewed – Autumn 2027**

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## Aims

At St Martin's C of E Primary School, we are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models, from the very start of the children's time in Early Years. Our strong teaching and learning and engaging curriculum aims to capture the children's imagination and develop their confidence, so they can challenge themselves and take risks with their learning. We believe in tailoring learning for individuals, where possible, providing an education that is suited to our children's needs, interests and abilities. This is especially relevant with children identified as most able (previously named gifted or talented), regardless of their gender or background.

To ensure that our most able children develop their full potential, we will actively seek to challenge them in the core subjects and to find their strengths and skills in other areas and to nurture these by providing them with opportunities to strive for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

We are always aiming to, *'Inspire children to be the best they can be'*.

## Definitions

**Most Able learners** (formerly known as 'Gifted and Talented') have been **defined** as those **students** who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

**Most Able learners** typically comprise around 5-10% of all learners.

## Identification of our Most Able Learners

The identification of our most able learners is a process in which the whole teaching staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter our school and is reviewed annually. Tracking of children who are routinely performing significantly above the rest of the class are identified by their attainment and the high quality of their responses to the input and questioning in lessons are identified from the end of each academic year and are tracked through the school – as are other groups of children, such as disadvantaged.

Identification aims to consider achievement in Core Subjects – for example children who are working at the top end of Expected (EYFS) or at Greater Depth in KS1 and KS2. We also look at children who are working above their year group in Foundation Subjects, through our foundation assessments.

Some children can “underachieve” for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or because they are reluctant learners and all staff need to be aware of this and look for “hidden talents.”

It is worth remembering that our most able learners can be:

- good all-rounders
- high achievers in one area
- of a high ability but with low motivation
- of good verbal ability but with low writing skills
- very able but with a short attention span
- very able but with poor social skills
- keen to 'disguise' their skills

### **Provision for our Most Able learners**

At St Martin's the main focus is to ensure that provision for all children is of a very high quality, with adapted activities ensuring that high achieving children are challenged and extended. Teaching is pitched high and is pacy, planned opportunities and open-ended tasks that promote higher order thinking skills and deepen thinking so that our most able children can be routinely extended.

Every term the teaching team looks carefully at data and identifies ALL children who are not making good progress, from their relative starting points, and considers additional provision to support/extend pupils to ensure progress in no less than good.

### **Class provision**

Challenging activities are built into every class teachers' planning, for example:

Maths: opportunities for problem solving, reasoning and activities to deepen thinking,  
English: opportunities to apply their writing skills for different purposes and audiences, along with individual writing targets given

Science: open ended investigations

Foundation Subjects: applying learning in a variety of contexts, coaching others and thinking critically and reflectively.

We place the children in ability groups in EYFS & KS1 for phonics and in 6 for maths. These are regularly reviewed and adjusted as children progress.

### **School based provision:**

- celebration of children's achievements,
- school clubs including sports, arts, music, computing
- school Council,
- enrichment opportunities: including Most Able creative writing, extension maths, sports,
- Dorking Schools Partnership Most Able programme – since September 2016,
- opportunities to learn a variety of musical instruments,
- opportunities to compete in local and county sports competitions,
- opportunities to perform – Class Assemblies, Church Services, Talent Competitions and Music Festivals,
- external speakers to inspire and motivate – annual visit by an author, Olympic sports persons working with children.
- opportunities to demonstrate leadership skills: Sports Crew, Eco Warriors, Worship Committee, School Council, House Captains, Table leaders and digital leaders

### **Out of school provision:**

- Assistance in helping children find support, training and clubs for more diverse talents,
- St Teresa's Maths Mastery days – Year5,
- The school takes advantage of opportunities to enter national schemes and competitions.

### **Process for Review and Development**

Consists of:

- Updating and reviewing the information record of children on Core and foundation assessment tracking and monitoring their progress through the school,
- Ensuring liaison with parents as appropriate,

- Reviewing the policy,
- Monitoring provision,
- Keeping up to date with any changes to national guidance,
- Developing links with agencies or organisations that support children who are talented