

More & Most Able Policy



**The Inspire Multi Academy
Trust (South West)**

March 2026



TIMAT More and Most Able Policy

The core purpose of our ambitious and inclusive trust is to give more young people the educational opportunities and outcomes they deserve with the aspirations to achieve what they are truly capable of. We welcome pupils with a wide range of abilities and perceive all our pupils to be of great individual value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all pupils and enable them to maximise their potential. This is especially relevant with children identified as 'More Able', regardless of their gender or background. This policy outlines TIMAT's approach to More Able pupils; their identification, management, opportunities, success criteria and the overall programme.

TIMAT Aims for More Able pupils:

- Identify students who are achieving or have the ability to achieve significantly above their Age Related Expectations.
- Provide for the learning needs of those children through a high-quality educational experience.
- Ensure that More Able pupils are appropriately challenged to continue to extend themselves and reach their full potential.
- Develop effective and inclusive practice which will lead to whole school improvement within our Trust.
- Provide a broad range of enrichment through additional, external learning opportunities, specially targeted for the development of More Able pupils – currently organised by the Excellence Cluster.
- Involve Parents/Carers in the More Able pupils programme and make them aware of the process and additional opportunities available for the child.
- Ensure More Able pupils are identified and teachers are made aware of them through the use of the **More Able Register**.
- Hold a central More Able Register used to measure the overall progress of the More Able pupils and the programme.
- Monitor within year groups, the progress of the More Able pupils individually and as a group within each of our schools.
- Subject leaders to monitor their More Able pupils and ensure that they are being appropriately challenged.
- Encourage children to fulfil their potential in their academic, physical and creative achievements.
- Have high expectations that are supportive of such successes and ensure celebration of these.
- Our provision for More Able pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils.

Definitions – More & Most Able

The terminology which TIMAT will use to define our More Able pupil will be:

<u>More Able</u>	'More' able pupils refer to a child who entered the year group or key stage above the national expectations in one or more subjects.
<u>Most Able</u>	'Most' able pupil refer to a child whose is significantly above that of their peers in one or more subjects.

Our able pupils are identified on the Assessment Mainframe, whilst our More Able pupils in each year group are identified, profiled and tracked using our More Able Register, which all members of staff can access. In addition, we no longer put a target on the number of children we think would be identified under each category.

Identification of our More Able Pupils:

Our identification makes use of quantitative data and also draws on a wider range of qualitative evidence:

- Teacher assessment recorded on the Assessment Mainframe.
- Parent/Carer Nomination where background knowledge of their child is provided.
- Peer Nomination.

The identification of our **Most Able** pupils is informed by both assessment and observation. If a child is identified as **More Able** and their attainment is significantly above that of their peers, then the pupil may be classed as **Most Able**.

Pupils may be identified at any time and nominations will be recorded on the **More Able Register** with the names of pupils identified as being More Able or Most Able and the details of the nomination so that their progress can be specifically tracked. Class teachers, the More Able Coordinator and the Headteacher will be fully involved in discussions about the Abilities of individual pupils. Once identified, pupils will remain on the Register unless they cease to meet the criteria for nomination for four new terms.

Throughout the year, all children are assessed using the following steps:

Significantly Below	Significantly below the Age Related Expectation <i>Accessing appropriate curriculum content</i>
Below	Below the Age Related Expectation <i>Unlikely to achieve the Expected Key Stage standard</i>
Just At	Just At the Age Related Expectation <i>Likely to achieve the Expected Key Stage standard</i>
Securely At	Securely At the Age Related Expectation <i>Firmly on track to achieve the Expected Key Stage standard</i>
Above	Above the Age Related Expectation <i>Likely to achieve the Higher Key Stage standard</i>
Significantly Above	Significantly above the Age Related Expectation <i>Firmly on track to achieve the Higher Key Stage standard</i>

To ensure that a child is achieving significantly above their Age-Related Expectations, allowing them to be deemed More Able, they will need to achieve and maintain at least an '**Above**' expectation by the end of the academic year.













Organisation of More Able pupils:

We currently have a More Able Coordinator within each of our schools who are responsible for coordinating the More Able programme within their respective school. Their role is to:

- Set up and maintain the More Able Register.
- Liaise with class and subject teachers to support and encourage provision for those pupils, including suitable and challenging interventions.
- Research suitable resources and generally support staff in providing for those pupils.
- Attend relevant training.
- Organise enrichment activities for More Able pupils in each year group.
- Ensure that all teachers keep appropriate records and that these are transferred to the next year group.

Provision for More and Most Able Pupils:






This will depend on the individual learning needs of the pupil, yet a range of strategies can be considered:

-  Learning that includes a minimum of support, core and extension and is aimed at More Able pupils. The challenge can be by outcome, resource, task, dialogue, support, pace and content.
-  Opportunities for children to learn in a variety of grouping situations e.g. independent, paired, group and whole class.
-  Setting targets at a sufficiently high level to extend and challenge More Able pupils.
-  Inclusion in enrichment activities.
-  Opportunities for their achievements to be celebrated.
-  Questioning, explaining and challenging to extend thinking.
-  Provision for a range of different learning skills.
-  Opportunities provided to develop thinking skills, problem-solving, higher order thinking and communication skills.
-  Encourage the use of the More Able pupils as lead learners, as and when possible.
-  Various use of the Teaching and Learning Assistant for support and further acceleration.
-  Opportunities to develop own interests and learning strategies, enabling pupils to become independent learners.
-  Classroom environment which develops and promotes high achievement by empowering learners.

Partnership Between Parents/Carers of the More and Most Able Pupils:

The involvement of Parents/Carers is an essential element of children's learning and wellbeing, their support is crucial in determining the educational outcomes of their children. Where Parents/Carers and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

TIMAT will:

-  Provide Parents/Carers with the opportunity to nominate their child to be part of the More Able Register by asking them to book a meeting discuss with their class teacher their child's achievements.
-  Discuss their child's inclusion on the school's More Able Register with Parents/Carers.
-  Class teachers to liaise with Parents/Carers about this inclusion during Parent/Carer Meetings.
-  Report on progress annually through written end of year reports.
-  Communicate external opportunities to Parents/Carers for extension activities which are relevant to their child's Ability.

TIMAT's overall aim is to provide high quality learning experiences for all our pupils. To ensure every child reaches their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. We believe a strong More Able programme is vital to support the ethos of our Trust, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.