



**Adopted: January 2026**

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## **More Able and Talented Pupils Policy**

At Unique Academy, we aim to provide a curriculum appropriate to the needs and abilities of all our pupils thus enabling them to reach the highest level of personal achievement. In doing this we aim to recognise and support the needs of children who have been identified as gifted or talented in accordance with our own agreed and recommended guidelines:

- 'More able' pupils as those who have significant abilities in one or more subjects in the school curriculum other than Art and Design or PE/Sports.
- 'Talented' pupils are those who have significant qualities in Art and Design or PE/ Sports.

At Unique Academy, we aim to ensure that children who have been recognised as more able and talented need to be given opportunities to follow a curriculum that offers additional breadth, depth and acceleration to the normal curriculum in order to develop their talents. They need to be able to work on tasks of greater complexity and abstraction and with a greater degree of independence.

### **Aims**

At Unique Academy, we aim to:

- To ensure that more able and talented children are identified accurately and that provision is made for them.
- To enable more able and talented children to achieve their potential by removing barriers to learning.
- To offer more able and talented children opportunities to generate their own learning and to develop their own independent learning skills by providing an extended and challenging curriculum.
- To monitor the progress of more able and talented children and liaise with parents on the child's achievements.

### **Identification**

At Unique Academy, quantitative measures of academic excellence are agreed (and updated in light of local and national information) to help in the identification of the school's most able learners. For the purposes of our identification, gifted learners and more able pupils are described as working at greater depth (or have achieved 'Mastery' in particular areas of learning).

More able and talented pupils are a diverse group and their range of attainment will be varied. Therefore, a range of strategies will be used to identify them. A child's particular gifts and talents may be identified through:

- Observation of pupil's approach to routine work in class and activities outside the classroom.
- Observing the pupil systematically in a range of learning contexts and identifying those who demonstrate social or leadership skills, an aptitude for problem solving or acute listening skills.
- Observing pupils' responses to their work and talking with them about what they like, dislike and what enables them to learn best.
- Tracking
- Observing their ability to take the initiative or adapt to different circumstances.
- Monitoring performance in the NC using teacher assessments and other measures including standardised tests.
- Judging their attainment and progress against age expected objectives and similar pupils.

## Provision and Progression

At Unique Academy, we will aim to develop a stimulating learning environment that allows all pupils, including those who are gifted and talented, to apply their skills, understanding and to develop their knowledge within a secure and learning environment.

Learning will take account of different learning styles. Opportunities are provided for practical, creative, independent, and investigative work both individually and in groups and for linking different curriculum areas and computing.

Planning should demonstrate that account has been taken of the most able learners, and that independent learning and thinking is a priority.

Extra-curricular activities will be provided by the schools to extend the opportunities for children. Opportunities are also provided for children who demonstrate particular leadership skills or capacity for creative thought.

Staff will be provided with training and development in relation to teaching gifted and talented pupils within school.

## Resources

Unique Academy aims to provide suitable resources with which to extend the curriculum for those children identified as more able or talented. Groups of our most able learners will work with staff on enrichment activities. Out of school and lunchtime clubs will also include activities to meet the needs of our most able pupils.

## Equal Opportunities

This policy relates to all children within Unique Academy, regardless of race, disability or age in line with our Single Equality Policy.

## Monitoring and Assessment

At Unique Academy, the progress of more able and talented children will be tracked, assessed and monitored termly through;

- teacher assessment- written and verbal
- NC and other standardised tests
- Teacher pupil progress meetings
- appropriate planning to extend the curriculum
- appropriate record keeping/ liaison with other staff
- monitoring and support from the Headteacher
- pupil tracking
- liaison with parents
- Identification of children working at greater depth in a particular subject.

## Useful more able and talented websites general:

- [www.nace.co.uk](http://www.nace.co.uk) - The National Association for Gifted Children in Education. An independent education organisation.
- <http://blog.prufrock.com/> - news and views from the nation's leading publisher for gifted, advanced, and special needs learners

### Across the curriculum:

- <http://www.childrensuniversities.co.uk/home/learn-with-us/downloadable-learning-activities/> - a range of activities to support children across the curriculum
- <http://www.potentialplusuk.org/> - provides support and advice for families of more able and talented
- <http://www.bbc.co.uk/programmes/articles/38BYD39DV9TQmJ7xhM4gytG/primary> - A range of short films, including dramas, animations and documentaries, designed to provide inspiration for the classroom and beyond.
- <http://www.ruralgandt.org.uk/> - The aim of this website is to provide advice, support and information for schools, young people, parents and carers. Their focus is on most able learners who live or attend school in rural, coastal or isolated areas of England.

**Useful websites with resources:**

- <http://www.bbc.co.uk/education>
- <http://www.topmarks.co.uk/> - range of literacy and Numeracy games to support and extend children's learning independently
- <http://www.literacyshed.com/>

**More able and talented activities/challenges for children:**

- Public Learning Destinations are places which provide Children University Learning



## Appendix 1



### General Checklist For Identifying More Able, Gifted And Talented Children

More able, gifted and talented children may:

- possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial
- show good insight into cause-effect relationships
- easily grasp underlying principles and need the minimum of explanation
- quickly make generalisations and extract the relevant points from complex materials
- have exceptional curiosity and constantly want to know why – are inventive and original when interested
- ask searching questions which tend to be unlike other children's questions
- often see the unusual rather than the conventional relationships – can pose problems and solve ingeniously
- display intellectual playfulness, imagine and are quick to see connections
- give inventive responses to open ended questions
- have a keen sense of humour in the unusual and are quick to appreciate nuances and hidden meanings
- appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony
- criticise constructively even if sometimes argumentatively
- be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and wherefore
- have mental speeds faster than physical capabilities so are often reluctant to write at length
- prefer to talk rather than write and often talk at speed with fluency and expression
- be reluctant to practise skills already mastered, finding such practice futile
- read rapidly and can retain what is read and recall detail
- listen only to part of the explanation and appear to lack concentration or even interest, but always know what is going on
- jump stages in learning and are often frustrated by having to fill in the stages missed
- leap from concrete examples to abstract rules and general principles
- have quick absorption and recall of information, seem to need no revision and are impatient with repetition
- be keen and alert observers, note detail and are quick to see similarities and differences
- see greater significance in a story or film and continue the story
- see problems quickly and take the initiative
- have advanced understanding and use of language, but are sometimes hesitant as the correct word is searched for and then used
- become absorbed for long periods when interested and may be impatient with interference or abrupt change
- be persistent in seeking activity completion when motivated and often set very high personal standards – are perfectionists
- be more than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.
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- be concerned to adapt and improve institutions, objects, systems and can be particularly critical of school for example

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- be philosophical about everyday problems and common-sense issues
- be perceptive in discussion about peoples' motives, needs or frailties
- daydream and seem lost in another world
- show sensitivity and react strongly to things causing distress or injustice
- empathise with others and often take a leadership role, are very understanding and sympathetic
- be confident and competent
- express own feelings
- attribute ideas to others
- be self-effacing
- reflect on own performance

### **Subject Specific Checklists**

While general checklists can be used to identify more able, gifted and talented pupils across the curriculum, it is useful to identify pupils against subject-specific criteria. This enables the school to identify those pupils who may be manifesting ability within one or more subject areas and can indicate pupils who have strengths and intelligences rather than across the broader curriculum. The following checklists are useful for refining teacher observation.

#### **Language**

- show close reading skills and attention to detail show attention to spelling and meaning of words
- are sensitive to nuance of language use, use language precisely have a well-developed sense and appreciation of humour
- have fluency and breadth of reading
- contribute critical responses, can analyse own work
- are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'
- analyse insights confidently when discussing their own and others' writing intentions approach writing tasks thoughtful and with careful preparation
- draw out relationships between different texts read
- can reflect on language and linguistic forms they encounter can transfer their skills across the curriculum

#### **Mathematics**

- grasp the formal structure of a problem: can generate ideas for action can generalise from examples
- recognise pattern: can specialise and make conjectures can generalise approaches to problem-solving
- reason logically: can justify and prove
- use mathematical symbols as part of the thinking process
- think flexibly, adapting problem-solving approaches
- may work backwards and forwards when solving a problem
- may leap stages in logical reasoning and think in abbreviated mathematical forms remember mathematical relationships, problem types, ways of approaching problems and
- patterns of reasoning

## **Science**

- recognise patterns and relationships in science data: can form a hypothesis based on valid evidence and draw conclusions
- use subject vocabulary effectively in construction of abstract ideas think flexibly, generalise ideas and adapt problem solving approaches
- recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate
- can evaluate findings and think critically enjoy reasoning logically

## **Computing**

- use computing hardware and software independently
- use computers and technology to support their studies in other subjects use computing skills and software to solve problems
- consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use
- consider the limitations of computers and technological tools and information sources consider some of the social, economic and ethical issues raised by the use of computers
- and technology

## **Art**

- analyse and interpret their observations and present them creatively are enthusiastic and interested in the visual world
- enjoy experimenting with materials, able to go beyond the conventional can sustain concentration, constantly refining ideas
- have confidence using a wide range of skills and techniques quick to learn and transfer skills

## **Qur'aan**

- have a strong memory
- demonstrate strength in recitation and skill beyond competency are particularly sensitive to applying Tajweed rules
- respond emotionally to Qur'aan
- show a commitment to achieving excellence in memorisation and recitation
- have the motivation and dedication to persevere and practise

## **Arabic**

- show an interest and empathy to foreign cultures
- are curious about how language 'works', its meaning and function
- use linguistic / non-linguistic clues to infer meaning
- identify and memorise new sounds and 'chunks' of language can listen and to reproduce sounds accurately
- apply principles from known language to the learning of new ones have effective communication strategies

## **Physical Education**

- use the body with confidence in differentiated, expressive and imaginative ways can adapt, anticipate and make decisions
- have a good sense of shape, space, direction and timing
- have a good control of gross and fine body movements and can handle objects skilfully produce a seamless fluency of movements with an intuitive feel for elegant movement show high level of understanding of principles of health-related exercise and their
- application in a variety of activities
- can technical terms effectively, accurately and fluently
- can perform advanced skills and techniques and transfer skills between activities can analyse, evaluate their own and others' work using results to effect improvement take the initiative, demonstrating leadership and independence of thought