

Harvills Hawthorn More-Able, Higher- attaining, Gifted and Talented Policy



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September 2025

This policy outlines the teaching, organisation and management of the maths taught and learnt at Harvills Hawthorn Primary School. The implementation of this policy is the responsibility of all the teaching staff.

Please read in conjunction with curriculum policy and the teaching and learning policy and individual subject policies.

More-able, higher-attaining, gifted and talented

Intent

At Harvills Hawthorn Primary School, we are committed to nurturing the potential of all children, including those identified as more-able, higher-attaining, gifted and talented. Our intent is to provide a stimulating, inclusive and challenging learning environment that enables these children to thrive academically, socially and emotionally.

We aim to:

- Recognise and celebrate diverse forms of ability, talent and achievement across all areas of the curriculum.
- Provide differentiated and enriched learning experiences that stretch and inspire children to reach their full potential.
- Foster a culture of high expectations, curiosity and resilience through personalised support and opportunities for deeper learning.
- Ensure equity of access to extension and enrichment activities, regardless of background or circumstance.
- Work in partnership with families and external agencies to support the holistic development of gifted and talented learners.

Through this policy, we seek to empower children to become confident, independent thinkers who are equipped to make meaningful contributions to their communities and future learning journey.

Harvills' agreed definitions

More-able children

- Learners who are half a term ahead of their peers in one or more areas of learning.
- Learners who have the potential or capacity for higher attainment.
- Learners who demonstrate above-average levels of performance in an academic area.

Higher-attaining children

- Learners who are working more than a term ahead of their peers in one or more areas of learning.
- Learners who demonstrate advanced understanding, rapid progress or above-average ability in specific subjects.
- Learners who demonstrate curiosity, creativity and independence in their thinking.

Gifted

- Learners who are least one academic year above their peers.
- Learners who demonstrate "exceptional" standards in one or more areas.
- Learners who show advanced ability in domains such as:
 - Mathematical reasoning
 - Verbal fluency
 - Spatial awareness
 - Musical talent

Talented

- Learners who excel in practical or creative areas beyond the level expected for their age group.
- Learners who demonstrate “exceptional” ability in one or more domains such as:
 - Music
 - Art and design
 - Drama or performance
 - Dance or physical education
 - Leadership or interpersonal skills
- Often show originality, flair and a high level of commitment in their area of talent.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on a consistent and high-quality approach to teaching and learning that is evident across all phases of the school. This consistency is driven by our commitment to cutting-edge, research-based continuing professional development (CPD) and the delivery of quality-first teaching every day.

Expectations for both staff and children are high, resulting in good or outstanding progress throughout the school. There is a shared understanding of what exemplary teaching, learning and assessment should look like and these principles are embedded in every classroom. It is the expectation of school leadership that all lessons incorporate a variety of proven strategies to ensure every learner—particularly those identified as more-able, higher-attaining, or gifted and talented—can reach their full potential. All staff use consistent terminology to help children to understand and articulate the diverse ways in which they learn. This unified approach ensures that provision for gifted and talented children is not an add-on but an integral part of our inclusive and aspirational learning culture.

At Harvills Hawthorn Primary School, we believe that great teaching, learning and assessment must consistently embody four key principles:

- understanding the content
- creating a supportive environment
- maximising opportunities to learn
- activating hard thinking through high cognitive demand.

These principles underpin our commitment to excellence across all phases of the school. We place a strong emphasis on promoting children’s English skills, recognising that literacy is fundamental to success across the curriculum and essential for effective communication in modern society. Children are encouraged to read widely and often and all stakeholders—including staff, families and the wider community—play an active role in supporting this development.

Our curriculum is carefully planned to meet the needs of more-able, higher-attaining, gifted and talented children as part of our whole-school profile. Teachers provide challenge in every lesson, using a variety of teaching styles and learning methods to engage and stretch learners. Alongside academic excellence, we prioritise the development of personal qualities such as confidence and resilience, which are nurtured through our school values and embedded throughout the curriculum.

More-able, higher-attaining, gifted and talented children identification

At Harvills Hawthorn Primary School, we are committed to recognising and nurturing the diverse abilities of our children's. The highest performing 5–10% of children—those who demonstrate consistently high attainment across the curriculum or exceptional skill in specific areas—are identified as our more-able, higher-attaining, gifted and talented cohort. We maintain flexibility in our register to ensure that talented children's are not excluded due to numerical limits, allowing us to celebrate and support a wide range of abilities, particularly in the arts, music and physical education.

We base our identification on Howard Gardner's theory of multiple intelligences, recognising five key areas of ability:

- A. Intellectual – Academic excellence in English, maths and science
- B. Artistic and Creative – Talent in Art, Design, Music, and Drama
- C. Practical – Ingenuity in Design and Technology or mechanical problem-solving
- D. Physical – Skill in PE, Sports, and Dance
- E. Social – Leadership, interpersonal strengths and collaboration with peers and adults

A range of strategies are used to identify children's, including teacher assessments, parental input, child self-reflection and referrals from subject specialists or external agencies.

The identification process begins when a child joins our school. Pre-school records and initial discussions with parents and carers help build a profile of each child's strengths and interests. Within the first six weeks of Reception, children complete the Reception Baseline Assessment, which provides valuable insights into their developing skills and aptitudes. This data, alongside parental feedback, informs early planning for individual needs.

As children progress through the school, regular assessments—including termly teacher evaluations and statutory tests such as the Year 1 Phonics Screening, Year 4 Multiplication Tables Check and Year 6 SATs—ensure that children are meeting expected standards and personal targets. These outcomes are benchmarked against national and local authority data to monitor progress and inform provision.

Principle aims for more-able, higher-attaining, gifted and talented children

Our provision is guided by the following key aims:

1. **Early and Accurate Identification** - Ensure that all staff can successfully identify more-able, higher-attaining, gifted or talented children as early as possible, through a shared and clearly defined understanding of these terms.
2. **Challenging and Enriching Learning** - Ensure that staff consistently challenge and extend children through high-quality, differentiated learning experiences that promote depth, complexity and creativity.
3. **Development of Thinking Skills** - Foster advanced thinking through enriched learning activities, open-ended tasks and diverse questioning techniques that encourage analysis, synthesis and evaluation.

4. **Learner-Driven Exploration** - Provide opportunities for children to initiate, shape, and direct their own learning, nurturing curiosity, independence and intellectual risk-taking.
5. **Promotion of Independence** - Encourage children to work autonomously, take ownership of their learning and develop self-regulation and metacognitive strategies.
6. **Nurturing Individual Strengths** - Identify and develop each child's specific skills or talents—whether academic, creative, physical or interpersonal—through targeted support and opportunities.
7. **Whole-Child Development** – Support is not only academic and talent-based growth, but also the social, moral, spiritual and emotional development of each child, ensuring a balanced and inclusive approach.

Child Tracking

At Harvills Hawthorn Primary School, children progress is rigorously monitored through a robust tracking system. Each teacher regularly reviews attainment and inputs data, which is then discussed in termly child progress meetings with senior leaders.

During these meetings, children who are more-able, higher-attaining, gifted and talented are identified and added to the whole-school register, which is accessible to all staff and reviewed each term. For those children identified as higher-attaining or gifted, an Individual Education Plan (IEP) is created to outline specific targets and strategies tailored to their area of ability. These plans are co-constructed with the children, to promote autonomy and ownership of their learning journey, and are shared with parents during termly consultations to foster a collaborative approach. Teachers and children review and update these plans regularly to ensure they remain relevant and aspirational. In addition to identifying high performers, we also track underachieving children—those with potential who may not yet demonstrate high attainment—ensuring they receive appropriate challenge and support to overcome barriers and reach their full potential. Clear criteria guide this process to ensure equity and consistency across the school.

Provision

At Harvills Hawthorn Primary School, we are committed to providing high-quality, inclusive provision for more-able, higher-attaining, gifted and talented children. Our curriculum is designed to challenge and inspire all learners, with specific strategies in place to ensure that those with advanced abilities are stretched, supported and celebrated.

We provide:

- **Differentiated learning experiences** that offer depth, complexity and pace appropriate to individual needs.
- **Enrichment opportunities** across the curriculum, including open-ended tasks, problem-solving challenges, and creative projects.
- **Flexible grouping and personalised targets** to ensure children are working at the right level of challenge.
- **High-level questioning and active learning strategies** that promote deep thinking and independence.
- **Opportunities for child-led learning**, encouraging curiosity, initiative and self-direction.
- **Access to extracurricular activities** that nurture specific talents in areas such as music, sport, art and leadership.

- **Regular monitoring and assessment** to track progress and adapt provision accordingly.
- **Support for holistic development**, including social, emotional, moral and spiritual growth, ensuring children thrive both academically and personally.

This provision is embedded across all phases of school and reflects our belief that every child deserves the opportunity to excel and fulfil their unique potential.

Impact

At Harvills Hawthorn Primary School, our more-able, higher-attaining, gifted and talented children thrive within an enriched curriculum that consistently challenges and extends their learning. They are empowered to explore knowledge in ways that suit their individual learning styles, fostering both creativity and autonomy. Through a culture of high expectations and personalised targets, these children develop into confident, independent learners who embrace challenge and strive to exceed their goals.

By the time they leave our school, they are exceptionally well-prepared for the next stage of their education—equipped with the resilience, ambition and self-direction needed to surpass expectations and flourish throughout their academic journey and beyond.

Role of the more-able, higher-attaining, gifted and talented children leader

- Develop and maintain a shared definition of more-able, higher-attaining, gifted and talented learners across the school.
- Lead the identification process, ensuring accurate and early recognition of children through data, observation and teacher input.
- Support staff in planning differentiated learning that challenges and extends identified children across all subjects.
- Promote enriched and extended learning opportunities, including extracurricular activities and child-led projects.
- Monitor child progress and provision, using assessment data and child voice to evaluate impact.
- Provide CPD and guidance for staff, sharing best practices and research-based strategies for supporting advanced learners.
- Ensure consistency in teaching and terminology, so children understand how they learn and are supported effectively.
- Champion equity and inclusion, ensuring all children—regardless of background—have access to challenge and enrichment.
- Collaborate with parents and carers, sharing information and involving them in supporting their child's development.
- Report to senior leadership and governors, providing updates on provision, progress, and strategic priorities.

The Role of the class teacher

- Identify more-able, higher-attaining, gifted and talented children using agreed school criteria, assessment data, and professional judgement.
- Plan and deliver differentiated lessons that include appropriate challenge, depth, and pace for advanced learners.

- Use a variety of teaching strategies and learning styles to engage and stretch children across the curriculum.
- Incorporate high-level questioning and active learning techniques to promote deep thinking and independence.
- Provide enrichment and extension opportunities within and beyond the classroom to nurture specific abilities and interests.
- Monitor and assess child progress regularly, adapting provision to ensure continued challenge and achievement.
- Foster personal development, including confidence, resilience, and a growth mindset, through classroom culture and feedback.
- Communicate with parents and carers about their child's strengths, progress, and ways to support learning at home.
- Collaborate with the More-Able, Higher-Attaining, Gifted and Talented Leader to share best practices and ensure consistency of provision.
- Promote inclusion and equity, ensuring all children—regardless of background—have access to opportunities to excel.

The Role of the Headteacher

- Champion a whole-school culture of high expectations, ensuring that the needs of more-able, higher-attaining, gifted and talented children are prioritised.
- Lead the strategic vision and direction for inclusive, challenging provision that enables all learners to thrive.
- Ensure consistent implementation of the policy across all phases and monitor its impact on child outcomes.
- Allocate resources and support professional development to equip staff with the skills and knowledge to meet the needs of advanced learners.
- Promote a curriculum that is broad, balanced and enriched, offering opportunities for depth, creativity and independent learning.
- Oversee the identification process, ensuring it is fair, transparent and inclusive of all backgrounds and abilities.
- Monitor and evaluate provision and progress, using data and child voice to inform school improvement planning.
- Foster strong partnerships with parents, carers and external agencies, supporting the holistic development of each child.
- Celebrate excellence and achievement, recognising and valuing the diverse talents of all children.
- Ensure the emotional, social and moral development of more-able learners is supported alongside their academic growth.

The Role of the Governing Body

- Support and uphold the school's vision and policy for more-able, higher-attaining, gifted and talented children.
- Ensure the policy is implemented effectively and aligns with the school's strategic priorities and values.
- Monitor the impact of provision through regular updates from the Headteacher and senior leaders.
- Hold school leaders to account for the progress, attainment and well-being of identified children.
- Ensure resources and training are allocated appropriately to support high-quality provision.
- Champion equity and inclusion, ensuring all children—regardless of background—have access to challenge and enrichment.
- Review data and outcomes to ensure that the needs of advanced learners are being met across all phases.

- Celebrate excellence and achievement, promoting a culture of aspiration and high expectations throughout the school.
- Engage with stakeholders, including parents and the wider community, to support the development of all learners.

Inclusion

At Harvills Hawthorn Primary School, we believe that high ability and potential can be found in children from all backgrounds, and we are committed to ensuring that our provision for more-able, higher-attaining, gifted and talented children is inclusive, equitable and reflective of our diverse school community.

We recognise that:

- Advanced ability is not limited to any one group and can be found among children with SEND, EAL, disadvantaged backgrounds and those from underrepresented communities.
- Identification must be fair and wide-ranging, using multiple indicators such as teacher observation, assessment data, child voice and creative output.
- Provision must be flexible and responsive, adapting to the individual needs, interests and strengths of each child.
- Staff must be equipped to spot and nurture potential, even when it presents in non-traditional or less obvious ways.
- Barriers to achievement must be actively addressed, ensuring that all children have access to challenge, enrichment and opportunities to excel.
- Social, emotional and cultural factors are considered alongside academic performance to support holistic development.

Our inclusive approach ensures that every more-able, higher-attaining, gifted and talented child—regardless of their starting point—has the opportunity to thrive, succeed and feel valued within our school community.

Reporting to Parents

At Harvills Hawthorn Primary School, we value strong partnerships with parents and carers in supporting the progress and development of more-able, higher-attaining, gifted and talented children. We are committed to maintaining open and regular communication to ensure families are informed, involved and empowered.

- Parents will be notified when their child is identified as more-able, higher-attaining, gifted or talented.
- An Individual Education Plan (IEP) will be created to outline specific targets, strategies and enrichment opportunities tailored to the child's needs.
- The IEP will be shared with parents and reviewed regularly in consultation with both staff and families to monitor progress and adjust provision as needed.
- Progress will be discussed during parent consultations and may also be communicated through written reports or additional meetings where appropriate.
- Parents are encouraged to contribute to the IEP review process and share insights about their child's interests, strengths and development outside of school.

Monitoring and Review

Monitoring and reviewing provision for more-able, higher-attaining, gifted and talented pupils is an integral part of our whole-school quality assurance process. Lesson monitoring is carried out in line with the school's monitoring policy, with paired observations conducted by the subject leader and a member of the Senior Leadership Team to ensure consistency and depth of evaluation.

Regular Book Looks and pupil voice activities provide further insight into the effectiveness of provision and the impact on learner outcomes.

Each year, the subject leader completes a detailed subject self-evaluation form, identifying strengths, areas for development and future priorities. This evaluation is submitted to the Headteacher and is reported to the Curriculum Committee of the Governing Body, ensuring strategic oversight and accountability for the progress and experiences of our more-able learners.