



More Able and Talented Policy

Reviewed by: Annie Towell – Lead Practitioner
Date: January 2026

Approved by: Senior Leadership Team
Date: January 2026

Next review date: January 2029

Version	Date	Author	Rationale	Basis	Template
0.1	October 2025	Laura Lewis	First draft		
0.2	January 2026	Annie Towell	Minor	Non-Statutory	Unknown

1. Philosophy and Rationale

At Furze Platt we seek to:

- Develop the strengths and talents of students at Furze Platt.
- Maximise the academic progress of those defined as 'More Able'.
- Ensure that those defined as more able are able to maximise progress.
- Ensure the emotional well-being and support of those defined as More Able.
- Support More Able students to develop confidence in strengths outside of academics such as leadership, organisation and presentation skills.
- Prepare those defined as More Able students to thrive in their next steps and to succeed at the very highest levels in their chosen careers and vocations.

2. Identification of more able and talented students

The descriptions 'more able' in this policy are applied to those where strengths are already particularly pronounced:

- A More Able student has a recognisable ability to grasp difficult concepts quickly, and to engage in high-level reasoning. They have an unusually high level of verbal reasoning, quantitative reasoning and/or non-verbal reasoning, including the ability to make connections, see patterns, think logically and creatively, and solve problems.
- More Able students are identified on entry to the School using information held by primary schools about that student's learning and achievements in Key Stage 2. We use this information to make sure we provide students with the right level of challenge. More Able students will be identified on entry by:
 - Having SATs scores of 110 in English (reading) and Mathematics; Having CATS test scores in the top 10% nationally;
 - Showing exceptional attainment in a range of subjects by the first progress report of Year 7.
 - Exceptionally high and consistent academic achievement
 - Students who are PP, FSM or SEND will have criteria adjusted accordingly.

3. Responsibilities Class teachers and Form Tutors

- Seek to draw out and nurture the strengths of all students;
- Play a role in the identification process of the More Able students in their forms and classes and inform the More Able Coordinator.
- Ensure that appropriate stretch and challenge is present in all activities – in class, and 'teach from the top'.

- Track, monitor and intervene and inform the More Able Coordinator of provisions and interventions.
- Liaise with Heads of Department, Heads of Progress, and the More Able Coordinator as appropriate.
- Liaise with parents as appropriate.

More able Coordinator

- Work with class teachers and form tutors to ensure they are aware of who they are, and what provision is in place for them.
- Co-ordinate the programme of in-school and outside-school enrichment activities for more able students.
- Contribute to any programme of professional development aimed at improving the progress of upper-ability students.
- Working with the Sixth Form team, to ensure that More Able students are motivated, challenged and supported to pursue their next steps and give them exposure to opportunities at competitive universities, including Oxbridge and Russell Group universities.
- Keep abreast of the latest evidence and research regarding More Able students.
- Review and evaluate the school's provision and support for More Able students, taking into account the views and experiences of students and, where appropriate, their parents.
- Report to the Headteacher
- Provide an annual review of provision for More Able students to T&L/governing body.

Senior Leadership Team

- Assistant Headteachers (KS3 Inclusion, Sixth Form) monitor the progress of More Able students and regularly report this back to Heads of Department and the More Able Coordinator;
- The Headteacher oversees the work of the More Able Coordinator and reports to the Governing Body.

Governing Body

Governors and the Quality of Education Committee will monitor the implementation of this policy through:

- visiting the school;
- attending relevant Governing Body meetings and taking a central role in discussions about More Able;
- discussing/monitoring provision and outcomes for More Able students;
- Reporting to the Governing Body.

4. Provision

All students have access to provision to maximise potential in their learning, extracurricular and super curricular interests. More Able students are targeted, in the first instance, for the following opportunities:

- Stretch and challenge activities within lessons
- Critical thinking via the current affairs tutor programme

- UK Maths Challenge UKMT
- Oxford University visit
- Eton Summer Schools
- Greenpower Engineering Club
- Board Games Club
- Peter Jones Tycoon Foundation Enterprise Competition KS3
- Samsung Solve for Tomorrow Competition KS4
- Inspire Critical Thinking Course and Summer School Year 9-12 – Oxford University
- Why University? Why Oxbridge? – Oxford University KS4
- KS3 Science Fair
- Brilliant Club KS3
- Joining the Dots KS5
- Theatre Company Visit (Year 10-13)
- Pre-PPE Revision Skills Sessions KS4
- Science Olympiad Competitions KS5
- GCHQ Problem Solving Challenges
- Maths Museum Visit
- Lantern Making Workshop (Year 10-12)
- Tate Museum Visit KS4
- Norden Farm Drama Workshops KS3
- Art and English Trip for More Able Students KS4

Brilliant Club

We are members of Potential Plus, a charity that supports children with 'high learning potential'. As part of our school membership, staff and parents have access to:

Our participation in The Brilliant Club at Key Stage 3 provides pupils with the opportunity to engage in high-quality academic learning that goes beyond the curriculum. Through university-style tutorials and independent study, pupils are challenged to think critically, develop sophisticated written and verbal responses, and experience what it means to be a scholar.

The programme is strategically targeted to support Pupil Premium and SEND pupils, ensuring equitable access to high levels of academic challenge and the development of cultural and academic capital.

Overall, the programme raises aspirations, builds confidence, and equips pupils with the academic habits needed for future success, particularly for those who benefit from stretch and challenge early in their secondary education.