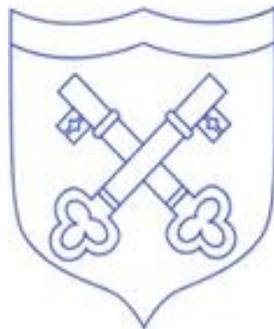


BREDHURST CHURCH OF
ENGLAND (VC) PRIMARY SCHOOL

TALENTED AND
ACADEMICALLY
MORE ABLE POLICY

March 2026

(Review Date: March 2028)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ACADEMICALLY MORE ABLE POLICY

STATEMENT OF AIMS

All children have abilities, personal qualities and talents, which parents and teachers need to identify, nurture and develop. Therefore at Bredhurst, we believe that every pupil is entitled to a broad, balanced and relevant curriculum and that each individual should have the opportunity to make the greatest progress possible.

We wish to adopt an inclusive approach to all children therefore we aim to:

- Recognise their range of abilities and talents
- Provide an education appropriate to the individual needs of each child.
- Stimulate every child's desire to learn

DEFINITION

At Bredhurst we use the term "academically more able" to refer to pupils who demonstrate, or have the potential to excel, at a level above their peers. This may be in one or more areas such as Maths, English, Science or Computing.

"Talented" pupils will have particular ability in the areas of music, art or sport.

STRATEGIES FOR ACHIEVEMENT OF AIMS

IDENTIFICATION

There is no one single method which will identify these pupils, or one method which can be entirely accurate. Therefore at Bredhurst we MAY use a variety and combination of methods:

- Teacher observation
- Background knowledge (e.g. pre-school visits and communication with parents)
- Assessment and testing (see Assessment, Recording and Reporting Policy)
- Outside agencies; such as an Educational psychologist

Pupils thus identified will be noted and discussed at our regular Pupil Progress meetings (three times a year), following which, further arrangements to meet their needs may be made.

To this end a register of AMA/Talented pupils will identify where particular strengths may be. Membership of the register will be reviewed three times a year, parents will not be informed as this can cause negative feelings with other parents and children.

APPROACHES TO TEACHING AND LEARNING

Opportunities for pupils to reveal, display and extend their abilities are best provided by a range of strategies. We endeavour to ensure that the curriculum which the children at Bredhurst receive is differentiated, whilst realising that it is not possible to customise teaching and learning to meet the individual needs of all pupils at all times.

Therefore, where appropriate within our own school setting, pupils will have the opportunity to:

- Work in ability groups or with pupils from a higher year group on a range of opportunities for independent learning and open-ended investigation, thus allowing them to use higher cognitive skills and access more advanced levels when they are ready.
- Be accelerated into a higher class, (though it should be noted that this only happens on rare occasions).
- Experience a range of extra-curricular activities, both in and out of school.
- Pursue independent tasks at home which extend their thinking i.e. Junior Duke.

ROLES AND RESPONSIBILITIES

a) The AMA coordinator will be responsible for:

- Supporting staff in their identification of and provision for AMA pupils
- Offering resources, training and development in this area
- Liaising with other schools and outside agencies regarding transfer
- Reporting to the Governing Body
- Tracking Progress

b) Curriculum post holders are responsible for ensuring that policies, schemes of work and resources include provision for pupils of all abilities.

c) Class teachers are responsible for:

- Providing a suitably differentiated curriculum to allow all children to experience challenge across a range of subjects
- Identifying children who are especially talented in one or more area