



High March

MORE ABLE POLICY

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This policy applies to the Early Years Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites	
www.nace.co.uk	
www.education.gov.uk	

HIGH MARCH

MORE ABLE POLICY

At High March we operate a policy of inclusion, meeting the needs of all our pupils and working towards recognising and realising their potential. Emphasis is placed on high expectations and high-quality teaching and challenge for all. Our Learning Support Department serves to provide individual assistance and support for those pupils who require it and the staff in this department liaise with teachers to provide direction and advice on how they can best meet the needs of the pupils. Whilst the needs of our More Able pupils will be largely met in everyday lessons, they will be supplemented where needed by extra-curricular enrichment or additional approaches within and beyond school. There is a More Able (MA) Co-ordinator, who, along with the Heads of Department, provides staff with direction and advice to ensure our More Able pupils are given opportunities to achieve their full potential.

DEFINITION

More Able – those children, when compared to most pupils of the same age in their peer group, who demonstrate a significantly higher level of ability in one or more area or with the potential to develop those abilities and to achieve at the highest levels.

Exceptionally Able – those children who show high abstract reasoning ability and complexity of thinking and whose needs go beyond those of pupils already deemed to require opportunities for enrichment and extension in the normal curriculum when compared to their peers across the entire population. Exceptionality is by definition scarce.

Dual or multiple exceptionality – this describes learners who are more or exceptionally able and who also have additional learning needs e.g. dyslexia, autistic spectrum disorders, developmental coordination disorder, developmental language disorder, emotional and behavioural difficulties, physical and sensory differences. These additional needs can make it difficult to identify their high intellectual ability.

AIMS

- To foster a learning environment where emphasis is placed on high expectations and high-quality provision and practice to challenge all learners. To create a climate in which achievement is valued by everyone and where individual differences are accepted.
- To recognise that ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.
- To identify children achieving and those with the potential to achieve at a level beyond their peers and ensure there are opportunities and provision to motivate, stretch and challenge these pupils.

- To provide appropriately challenging tasks and curriculum for More Able and potentially More Able children, through extension and challenge within the curriculum and through extra-curricular enrichment or additional approaches within and beyond school.
- To engage, stimulate and motivate More Able pupils, including those identified as underachieving.
- To equip all members of staff within the school community with the knowledge and resources to appropriately differentiate for pupils identified as More Able.

IDENTIFICATION

Our aim is to identify actively More Able pupils. Identification of More Able pupils will be an on-going process across the curriculum, using a balance of quantitative and qualitative measures.

These include:

- Characteristics of the More Able learner in the EYFS using the seven areas of learning (see NACE EYFS Identification Guide which can be found [here](#)).
- Prior attainment records.
- On-going teacher assessments using open, challenge and differentiated tasks.
- Standardised test scores, including CAT4 scores which indicate a pupil's potential.
- Teacher nomination based on familiarity with the characteristics of more able children (Appendices 1 and 2).
- Good communication between teachers, including completion of our subject checklists for abilities where the teacher feels that is appropriate.
- Classroom observation.
- Discussion with parents / peers / pupil.
- Outside agencies.
- Educational Psychologist assessment.

Those pupils identified are placed on the More Able Register (Appendix 3). Many children are capable of high achievement given a rich learning environment and the right opportunities. There will be no specified percentage of children in High March who are defined as More Able.

PROVISION

At High March we wish to provide for these pupils and to give them the challenge and extension for which they may yearn.

Whole school approach:

- A More Able and Exceptionally Able register for all year groups.
- The provision of an EYFS environment which allows young learners to explore and develop abilities across all domains.

- The provision of challenge lessons and enrichment opportunities in the form of open challenges.
- The provision of appropriate resources.
- The encouragement of children to be independent in their learning and taking ownership of their own learning. This will include the provision of opportunities for them to organise their own work, make their own choices about work, access the resources they need, work unaided, evaluate what they are doing and be self-critical.
- Exceptionally Able Upper School pupils placed on the register will have an Individual Challenge Plan (Appendix 4) containing targets for the academic year.
- Celebration of achievement.

Strategies within the classroom:

- Provide appropriate challenge through high quality tasks for enrichment and extension, identified within planning. See NACE members publications: [What makes a task challenging?](#), Provision [for more able learners in English](#) and [Provision for more able learners in Maths](#).
- Provide opportunities to make and help discover new connections in pupils' learning.
- Extend pupils' thinking and reasoning skills, for example through complex problem solving and decision making.
- Effective higher-order questioning, which encourage investigation and enquiry.
- Provide open-ended challenges and activities which promote higher order thinking skills.
- Differentiate appropriately through stimuli, resources, tasks, outcomes and responses.
- Provide a wide variety in what we prepare for the pupils and in what we ask them to do for us.
- Include 'mastery' approaches.
- Create opportunities for pupils to develop independent enquiry by encouraging pupils to engage with a topic in an active way, to ask questions and be curious.
- Provide varied and flexible grouping within a year group.
- Develop, model and encourage talk, questioning and discourse to move the learning forward.

Within a cycle of providing opportunity and monitoring response, the needs of the More Able pupils will be reviewed and used to inform future learning.

Outside the classroom:

We aim to provide:

- A wide range of extra-curricular activities including after school clubs, such as Junior Challenge Club and Quiz Club.
- Opportunities for artistic, musical, dramatic and sporting development.
- Enrichment opportunities within and beyond the core subjects.
- Preparation for Academic, All-rounder, Art, Sporting and Drama scholarships and exhibitions at Senior Schools in Years 6 (Appendices 6 and 7).

- Internal academic scholarships and exhibitions in Poetry, Music Art and Drama (Robert Anderson Scholarship, Del Anderson Poetry Scholarship, Family Anderson Music Scholarship, Rosemary Chapples Art Scholarship and Family Anderson Drama Scholarship). A record of pupils who have received internal scholarships is held by the Deputy Head Teaching and Learning.
- Opportunities to participate in external workshops, challenge days, competitions and festivals.
- Local and residential trips.
- Guidance and support for pupils in accessing opportunities for developing their specialism out of school.
- Opportunities to use outside agencies and experts.

RESPONSIBILITIES

More Able Co-ordinator will be responsible for:

The provision and practice within the school for More Able pupils.

This includes:

- Supporting staff in the identification of More Able and Exceptionally Able pupils.
- Ensuring that the More Able and Exceptionally Able record is up to date.
- Providing advice and support to staff on teaching and learning strategies for More Able and Exceptionally Able pupils.
- Regularly monitoring and reviewing the teaching arrangements for More Able and Exceptionally Able pupils.
- Purchasing and organising resources to facilitate the teaching of the More Able pupils.
- Monitoring the progress of More Able and Exceptionally Able pupils, in conjunction with the Heads of department, through discussions with teachers.
- Overseeing Individual Challenge Plans for Exceptionally Able Upper School pupils.
- Seeking external enrichment opportunities for More Able and Exceptionally Able pupils, such as competitions.
- Liaising with the Heads of Department and Subject Coordinators on curriculum matters relating to our More Able and Exceptionally Able pupils, including potential scholarship pupils. (See Appendix 6) Liaising with the Junior House or Upper School Deputy Head (Pastoral) and the Head of Learning Support to identify more able pupils who may be underachieving due to potential barriers and identify strategies and actions to help support them in achieving their potential.
- Liaising with the Headmistress and, as appropriate, parents on issues related to More Able and Exceptionally Able pupils.

Heads of Department will be responsible for:

- Advising staff of suitable strategies for extending the More Able and Exceptionally Able in their subject.
- Assisting colleagues with differentiated planning where needed.
- Purchasing and disseminating appropriate resources.

- Identifying and entering More Able and Exceptionally Able pupils in relevant competitions.
- Supporting teachers in creating Individual Challenge Plans for Exceptionally Able Upper School pupils where needed.
- Monitoring curriculum planning to ensure differentiated provision.
- Monitoring provision for the More Able and Exceptionally Able in the subject.
- Identifying pupils who demonstrate high ability or talent in Music, Art, Drama or Sport and may be suitable candidates to apply for a senior school scholarship in the particular subject.
- Supporting and preparing pupils for the selection process when applying for a senior school scholarship.
- Collating examples of exceptional work.

Class Teacher / Subject Teacher will be responsible for:

- “Teaching to the top” regardless of what that “top” looks like in their context.
- Identifying the More Able and Exceptionally Able in their class.
- Setting appropriate targets and creating Individual Challenge Plans for Exceptionally Able Upper School pupils in their class.
- Ensuring appropriate provision through appropriately challenging tasks, differentiated planning.
- Encouraging higher-order thinking and response (using Bloom’s Taxonomy-type skills).
- Using appropriate resources to challenge the More Able and Exceptionally Able.
- Monitoring the progress of the More Able and Exceptionally Able in their class.

RELATED DOCUMENTS

- Curriculum, Teaching and Learning Policy
- Inclusion Policy
- Learning Support Policy
- Department Handbooks

Appendix 1

General Characteristics

Recognising high ability goes hand in hand with understanding the characteristics of More Able children.

More Able children may demonstrate all or some of the following, many of which we seek are characteristics we seek to develop in our learners:

- Able to master the rules of a domain easily and transfer their insights to new problems.
- Automatically make connections between past and present learning.
- Work at a level beyond that expected for their age group.
- Produce original and creative responses to common problems.
- Shows curiosity, asks questions and enjoys engaging in debate or discussion.
- Think quickly and accurately.
- Work systematically.
- Generate creative working solutions.
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Communicate their thoughts and ideas well.
- Be determined, diligent and interested in uncovering patterns.
- Be original, imaginative, creative.
- Show great sensitivity or empathy.
- Demonstrate speed and agility of thought.
- Have outstanding vocabulary, verbally fluent.
- Good judgement, logical.
- Demonstrate particular physical dexterity or skill.
- Be outstanding leaders or team members.
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum.

Exceptionally Able Identification

Many exceptionally able young children reach developmental milestones earlier than their peers. Assessment and identification procedures for exceptionally able students are not as clearly delineated as in other areas of education. The following checklist is indicative of some of their characteristics but should be used critically and carefully, taking particular account of age, developmental milestones and the wider profile of the individual pupil.

Exceptionally able students may:

- Possess extensive general knowledge, often know more than the teacher.
- 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 material.
- Have mental speeds faster than physical capabilities.
- Show exceptional short- and long-term memory.
- Have reading ability well beyond their chronological age.

Some of the most observed characteristics of exceptionally able individuals, taken from the literature, also include the following:

- Rapid and thorough comprehension of the whole idea or concept.
- Unusual ability to perceive essential elements, underlying structures and patterns in relationships and ideas.
- Need for precision in thinking and expression, resulting in a need to correct errors and argue extensively.
- Ability to relate a broad range of ideas and synthesize commonalities among them.
- A high degree of ability to think abstractly that develops early.
- Appreciation of complexity; finding myriad alternative meanings in even the simplest issues or problems.
- Ability to learn in an integrative, intuitively non-linear manner.
- Extraordinary degree of intellectual curiosity.
- Argumentativeness.
- Ability from an early age to think in metaphors and symbols and a preference for doing so.
- Ability to learn in great intuitive leaps.
- Awareness of detail.
- Unusual intensity and depth of feeling.

Appendix 2

Identification – Subject Specific Characteristics (outlined by NACE)

Pupils who are More Able in English are likely to show some or all of the following characteristics:

- read widely, fluently and independently
 - read with meaning, drawing on inference and deduction, can ‘read between the lines’ are sensitive to the nuance of language
 - use language precisely, technical accuracy
 - delight in the meaning of words
 - use extended vocabulary
 - show pleasure and involvement in experimenting / ‘playing’ with language and manipulating language to effect
 - show awareness of the special features of language such as rhyme
 - write or talk in imaginative, lucid and cogent ways showing flair and creativity
 - can express ideas succinctly and elegantly
 - grasp the essence of particular styles and adapts them to their own purposes
 - can display a sophisticated sense and appreciation of humour, this humour can be ‘quirky’, understands irony etc
 - contributes with incisive, critical responses
 - can analyse own work
 - can produce written work that is substantial and the product of sustained, well directed effort
 - elaborate on content that is exceptional for their age
 - can engage seriously and creatively with moral and social themes expressed in literature can justify opinions convincingly and can challenge others’ points of view
 - strong communicative skills
 - articulate and confident speaker
 - very good listening skills
 - show enthusiasm and enjoyment in the subject, can be sensitive
- NB: Pupils who are More Able in English may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others eg younger children who are fluent readers may be reluctant writers.

Pupils who are More Able in Mathematics are likely to show some or all of the following characteristics:

- rapid and sound memorisation of mathematical material
- learn and understand mathematical ideas quickly
- reason logically: can verify, justify and prove
- work systematically and accurately
- are more analytical
- recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
- use mathematical symbols accurately and confidently as part of the thinking process
- make jumps in reasoning
- think flexibly, adapting problem solving approaches
- demonstrates curiosity and enthusiasm for mathematical problems
- make connections between the concepts they have learned
- can take a creative approach to solving mathematical problems
- reverse their direction of thought - may work backwards and forwards when solving a problem
- communicate their reasoning and justify their methods
- sustain their concentration throughout longer tasks and persist in seeking solutions
- enjoy working at increased depth
- be more adept at posing their own questions and pursuing lines of enquiry

- take delight in numbers and uses them in other areas of the curriculum eg story telling
- enjoy mathematical puzzles and problems

NB: Some pupils who are highly able in Mathematics perform at levels that are unusually advanced for their age. However it is important to challenge the pupil with broad but challenging enrichment and extension activities rather than accelerate through the curriculum.

Identification – Subject Specific Characteristics (outlined by NACE)(Cont.)

Pupils who are More Able in Science are likely to show some or all of the following characteristics:

- aware of how the context influences the interpretation of science content
- recognise patterns and relationships in science data
- can hypothesise / predict based on valid evidence and draw conclusions
- decide quickly how to investigate fairly and manipulate variables
- enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- recognise and process reliable, valid and accurate data – can explain why data is unreliable, invalid or inaccurate
- be inquisitive about how things work and why things happen
- good observational skills
- enjoy talking with the teacher about new information or ideas
- think flexibly, generalise ideas and adapt problem solving approaches
- ask many questions
- enjoy logical reasoning
- may be able to miss out steps when reasoning
- strive for maximum accuracy in measurements of all sorts
- use advanced and extensive vocabulary including the use of appropriate language from other areas of the curriculum such as mathematics
- put forward objective arguments, using combinations of evidence and creative ideas and question other people's conclusions
- extremely interested in finding out more about things around them
- read widely on science or science fiction
- have scientific hobbies and/or be members of scientific clubs and societies
- able to sustain their interest and concentration and go beyond an obvious answer with greater depth
- able to evaluate findings and think critically – can be self- critical
- be easily bored by over repetition of basic ideas and may approach undemanding
- work casually and carelessly

NB: pupils who are able in Science can show intense interest in one particular area of science – sometimes to the exclusion of other topics

Pupils who are More Able in ICT are likely to show some or all of the following characteristics:

- Use and learn about ICT hardware and software quickly, confidently, efficiently and independently
- Demonstrate ICT capability significantly above that expected for their age
- Use ICT to support their studies in other subjects
- Use their skills and knowledge of ICT to solve problems, to design information systems and suggest improvements to existing systems
- Consider the limitations of ICT tools and information sources as well as consider social, economic and ethical issues raised by the use of ICT
- Consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use
- Use initiative to exploit the potential of more advanced features of ICT tools eg coding
- Explore independently beyond the given breadth of an ICT topic
- Develop systems that meet personal needs and interests
- Have the ability to grasp and premeditate structures, for example structures in data and directories

- Are intrigued, rather than frustrated by problems, and show tenacity and creativity when solving them
 - Have the inclination and appreciation to help others, including in explaining the logic of steps to take
- NB Many pupils may enter school with well developed skills and knowledge in aspects of ICT and some may have skills and knowledge in more advanced aspects, including coding, which teachers need to be aware of and provide opportunities for their further development and application.

Identification – Subject Specific Characteristics (outlined by NACE)(Cont.)

Pupils who are More Able in Geography are likely to show some or all of the following characteristics:

- understand concepts clearly so that they can communicate and apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
- understand environmental and geographical ideas and theories, and applies them to real situations
- communicate effectively using both the written and spoken word and in ways that are appropriate to task and audience
- learn subject specific vocabulary and uses it accurately
- reason, argue and think logically, show an ability to manipulate abstract symbols and recognise patterns and sequences
- use and apply mathematical principles and formulae to solve geographical tasks and problems
- identify their own geographical enquiry, and plan and sequence investigations
- understand, and is able to explain, complex processes and interrelationships enjoys using graphs, charts, maps, diagrams and other visual methods to present information
- competent and confident in using the wide range of visual resources required
- has well-considered opinions on issues such as the environment and the life in different places
- has a wide-ranging general knowledge about the world and topical issues
- is able to transfer knowledge from one subject to another
- is creative and original in their thinking, frequently going beyond the obvious solutions

NB: Geography overlaps many traditional subject boundaries, and can provide a wide range of opportunities as well as drawing on cross-curricular skills. At the primary level, pupils reveal their knowledge, understanding and skills if given the necessary experiences and opportunities so it is more appropriate to concentrate on providing the types of teaching and learning that challenge able pupils rather than identifying criteria for defining abilities in the subject.

Pupils who are More Able in History are likely to show some or all of the following characteristics:

- perform at levels of literacy that are advanced for their age
- ability to communicate effectively in different forms
- use subject specific vocabulary with confidence
- show particular skill at inference and deduction
- able to make logical connections between events and people
- has a good understanding of cause and effect
- able to set both new and previously acquired information in a chronological framework
- broad range of general and historical knowledge
- can discuss the significance of events, people and changes
- maturity in their ability to analyse historical sources and organise historical information
- able to demonstrate and use a wide and growing knowledge base
- able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
- show a keen awareness of the characteristics of different historical periods
- able to question, challenge and develop own lines of enquiry
- good grasp and understanding of historical interpretation
- can make imaginative links between the topics studied with other subjects in the curriculum
- ability to hypothesise, can make judgements and justify them
- can take on broad concepts
- offer unexpected insights
- willingness to search for new information and ideas
- has an enquiring mind

- can cope with tentative conclusions
- developed sense of empathy and imagination
- use subject specific vocabulary and terminology with accuracy and confidence
- use visits to historical sites as a basis for further investigation

NB: High ability in History can take time to emerge because the nature of the subject can often require maturity. However young children can display a marked interest and enthusiasm for history that can develop as they mature

Identification – Subject Specific Characteristics (outlined by NACE)(Cont.)

Pupils who have exceptional talent in Music are likely to show some or all of the following characteristics:

- captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument
- find it difficult not to respond physically to music
- memorise music quickly without any apparent effort
- able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- sing and play music with a natural awareness of the musical phrase -- the music makes sense
- are particularly sensitive to melody, timbre, rhythms and patterns
- demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- show strong preferences, single-mindedness and a sustained inner drive to make music
- have the motivation and dedication to persevere and practise and show a commitment to achieving excellence

Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore musical talent is at least as much about demonstrating a higher quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Pupils who have a talent for music show a particular affinity with sound. This type of talent is sometimes hard to identify, especially when it is not combined with more general giftedness.

NB Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may then be faced with teaching talented pupils whose skills and performance are developed to a degree where it is difficult for them to be provided for in the ordinary classroom context, or with pupils in whom talents of great promise are merely latent and who need intensive and focused development of skills.

Pupils who are More Able in Art are likely to show some or all of the following characteristics:

- think and express themselves in creative, original ways
- want to follow a different plan to the others and to challenge tasks given or
- extend their brief in seemingly unrelated directions
- enthusiastic and interested in the visual world and have a strong desire to create in the visual form
- driven by ideas and they persevere until they have completed a task successfully with little or no intervention from the teacher
- take risks without knowing what the outcome will be
- can be quirky and displays humour
- interested in the art world, art forms and culture
- analyse and interpret their observations and present them creatively
- work in innovative ways
- enjoy experimenting with materials and are able to go beyond the conventional and use materials and processes in creative and practical ways
- communicate original ideas, insights and views
- confidence in using a wide range of tools and techniques skilfully
- keen to extend their technical abilities and sometimes get frustrated when other
- skill do not develop at the same time
- explore ideas, problems and sources on their own and collaboratively with a sense of purpose and meaning
- make unusual connections between their own work and others' work
- critically evaluate visual work and other information

NB: Aptitudes in the talent domains may reveal themselves early given the right conditions but can also remain hidden if a pupil has limited encouragement or opportunity.

Identification – Subject Specific Characteristics (outlined by NACE)(Cont.)

Pupils who are More Able in Physical Education are likely to show some or all of the following characteristics:

- use the body with confidence in differentiated, expressive and imaginative ways
- good sense of shape, space direction and timing
- movement is fluent and can be elegant
- high degree of control of their body - good control of gross and fine body movements and can handle objects skilfully
- show a high degree of motivation and commitment to practice and performance
- able to use technical terms effectively, accurately and fluently
- able to analyse and evaluate their own and others' work, using results for self-improvement
- show a high level of understanding of principles of health related exercise and their application in a variety of activities
- particularly high levels of fitness for their age
- specific strengths in particular areas eg games or dance
- able to perform advanced skills and techniques and transfer skills between activities
- good decision makers and able to take the initiative demonstrating autonomy, leadership and independence of thought
- able to reflect on processes and outcomes in order to improve performance
- take risks with ideas and approaches
- show perseverance and commitment
- involvement with a range of related extra-curricular activities
- has an understanding of the need for effective coaching

NB: Physical Education covers such a wide range of sports and activities that in addition to the above characteristics specific sports and physical activities will have their own list of skills and abilities. Furthermore some pupils perform at high levels in sport or dance outside school in areas which are not part of the school curriculum but which give insights to characteristics associated with talent and high performance. Age and maturity can lead to better performance at certain ages and stages but they are not a characteristic of talent in sport and PE

Appendix 3

Register of More Able and Exceptionally Able Pupils

These pupils have been identified using a balance of qualitative and quantitative measures outlined in the More Able Policy.

Form	Name	DoB	Comment	Provision

Appendix 4

Individual Challenge Plan for Identified Exceptionally Able Pupils

Pupil's Name:		D.O.B.		Class:	
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Areas of particular ability	Record of Provision (to date):		Targets this year: 1. 2. 3.
Planned Provision for current academic year: (In school and external activities, including extra curricular)	Autumn Term	Spring Term	Summer Term
	Review :		
Signed:			
Date:			

Appendix 5

Examples of Junior Challenge Club Activities

Junior Challenge Club Activity	Group or Individual	Time Allocation
Design a product and then create an advertisement to sell it to the rest of the group.	In groups of 2 or 3.	3/4 weeks
Make their own mini books and fill with a collection of favourite recipes. Books to include hygiene/health and safety advice, ingredients and method.	Individual	3/4 weeks
Plan a school residential trip to a place/country of choice. Research costs, travel, accommodation and activities.	Groups of 2 or 3	3/4 weeks

Examples of Senior Challenge Club Activities

Challenge Club Activity	Group or Individual	Time allocation
Newspaper fashion show - Give each group a newspaper. Dress a member of your team for the catwalk using only the newspaper.	In groups of 4	1 week
Dragon's Den –Design and market a 'Best Seller'. Present to the Dragons to gain finance. Each group to be given a list of tasks to achieve.	In groups	2/3 weeks
A Comic Challenge –Design and produce a comic using ICT skills.	Individually, or in pairs	½ term

Appendix 6

Scholarship Preparation

Where girls display exceptional ability or talent in Music, Art, Drama or Sport we raise this with parents and encourage them to consider applying for a scholarship, if applicable, for their chosen senior school.

For girls applying for a scholarship in Music, Art, Drama or Sport we support and help them prepare them for the specific selection process.

To support academic scholarship potential, our first priority is to provide appropriate challenge within the curriculum and lessons to meet the needs of and extend our most able learners. Further to this, where academic scholarship awards are offered by the senior schools, we ensure our girls are well prepared. For those schools where girls are invited to sit further scholarship assessments, we identify the specific areas for extension to aid the girls in their preparation for the assessment.

Appendix 7

The following external scholarships have been awarded to High March girls in the last 5 Years

DATE	SCHOOL	SCHOLARSHIP
2023	Berkhamsted	Academic Scholarship
	Berkhamsted	Drama Scholarship
	Berkhamsted	Music Scholarship
	Pipers Corner	Art Scholarship
	Shiplake	Sports Scholarship
2022	Queen Anne's School	Academic Scholarship (2)
	Queen Anne's School	Sports Scholarship
	Royal Masonic School	Academic Scholarship
	Headington School	Sports Scholarship
	Pipers Corner School	Drama Scholarship
2021	St Helen's	Academic Scholarship
	Berkhamsted	Music Scholarship
	Berkhamsted	Drama Exhibition
	Queen Anne's School	Music Scholarship
	Queen Anne's School	Drama Exhibition
	Royal Masonic School	Music Scholarship
	Royal Masonic School	Drama Exhibition
	Holme Grange School	Art Scholarship
2020	St Mary's School	Academic Scholarship (2)
	St Mary's School	Drama Scholarship
	Headington School	Art Scholarship
	Queen Anne's School	Sports Scholarship (2)
	Queen Anne's School	Drama Scholarship
	Royal Masonic School	Sport Scholarship
	Berkhamsted School	Drama Exhibition
	2019	Queen Anne's School
Pipers Corner School		Academic Scholarship
Berkhamsted School		Drama Exhibition
Berkhamsted School		Sport Scholarship
Piper's Corner		Art Scholarship
Queen Anne's School		Art Scholarship
2018		Berkhamsted School
	Queen Anne's School	Academic Scholarship
	Queen Anne's School	Drama Scholarship
	Royal Masonic School	Academic Scholarship

	St Mary's School	Academic Scholarship
	St Mary's School	Creative Writing Scholarship
	St Mary's School	Music Scholarship
	Stephen Perse School	Academic Scholarship
	The Perse School	Academic Scholarship

A record of the internal scholarships awarded is held by the Deputy Head Teaching and Learning.

The names of the girls awarded both external and internal scholarships are displayed on the Honours Boards in the Upper School Hall.