



High March

MORE ABLE POLICY

Person responsible for latest revision:	Mrs K O'Shaughnessy
Page number of any significant changes in latest revision:	
Date of last review:	October 2025
ISI Reference	3b

This policy applies to the Early Years Foundation Stage, Key Stage 1 and Key Stage 2
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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, relative to their peers in their own year group, class and school, who demonstrate a significantly higher level of performance in one or more area or with the potential or capacity for high attainment.

Exceptionally Able – the abilities and needs of the exceptionally able *exceed* those of the more able. Their needs go beyond those of pupils already deemed to require opportunities for enrichment and extension in the normal curriculum when compared with peers across the entire population. Exceptional ability may comprise both quantitative and qualitative aspects, but will certainly include high abstract reasoning ability and complexity of thinking. 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 CAT scores which indicate a pupil's potential.
- Teacher nomination based on familiarity with the general characteristics, including Personal Traits, Learning ability and Learning styles, and characteristics by subject that more able children may display set out by NACE available to staff here).
- 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 1). 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 2) 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 (Appendix 3).
- 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 4 and 5).
- 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

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 2

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 3

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 4

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 5

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

DATE	SCHOOL	SCHOLARSHIP
2025	Berkhamsted School	Academic Scholarship (x3)
	Berkhamsted School	Drama Scholarship
	Berkhamsted School	Drama Exhibition Award
	Claire's Court School	Drama Scholarship
	Claire's Court School	Sport Scholarship
	Queen Anne's School	Academic Scholarship
	Queen Anne's School	Sport Scholarship (x2)
	Piper's Corner School	Academic Scholarship
	The Marist	Academic Scholarship
2024	Abbey School	Academic Scholarship
	Berkhamsted School	Drama Exhibition (x3)
	Berkhamsted School	Music Scholarship
	Oxford High School	Academic Scholarship
	Oxford High School	Drama Scholarship
	Queen Anne's School	Academic Scholarship
	Queen Anne's School	Drama Scholarship
	Queen Anne's School	Sport Scholarship (x4)
	St Mary's School (Gerrards Cross)	Academic Scholarship
	Wycombe Abbey	Music Exhibition
2023	Berkhamsted School	Academic Scholarship
	Berkhamsted School	Drama Scholarship
	Berkhamsted School	Music Scholarship
	Pipers Corner School	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 School	Academic Scholarship
	Berkhamsted School	Music Scholarship
	Berkhamsted School	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	Academic Scholarship (3)
	Pipers Corner School	Academic Scholarship
	Berkhamsted School	Drama Exhibition
	Berkhamsted School	Sport Scholarship
	Piper's Corner	Art Scholarship
	Queen Anne's School	Art 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.