



## More Able Policy

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Governor Approval:	Suzie Longstaff	September 2025
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### Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of More Able pupils at Eaton Square Prep School, including the Early Years Foundation Stage (EYFS), Key Stage One, and Key Stage Two. EYFS refers to Nursery and Reception throughout the policy.

In developing this policy, the following questions were used to ensure the development of a whole-school approach to the implementation of provisions for More Able learners. These provisions strive to meet the children's needs, and the curriculum is developed to enhance our whole-child approach to learning. The successful implementation of a More Able Policy within Eaton Square Prep School allows all children to receive the quality of education that they deserve.

#### What are the needs of the school?

- How do we identify More Able children?
- What already works well and meets our priorities?
- How can we build on what we are already doing?
- What do we need to change or add?
- Who can help?

### Definitions

More Able children are those who demonstrate attainment at a level significantly ahead or above of their year group as based on standardised assessments (or have the potential for exceptional attainment).

At Eaton Square Prep School the term 'More Able' refers to those pupils who are capable of excelling in any academic subjects (e.g. English, Mathematics, Science), creative subjects (e.g. Drama, Music or Art) or physical subjects (e.g. Games, PE, Swimming).

Some More Able pupils may demonstrate consistently high attainment intellectually, but also appear on the Special Educational Needs and Disabilities (SEND) register for behavioural, cognitive or physical difficulties.

Provision for More Able pupils can serve to counteract disadvantage. Suitable, targeted provision for the full spectrum of abilities, including More Able, is fundamental to our approach, enabling them to progress and to raise their aspirations accordingly.

We observe that More Able pupils have extremely good concentration, and they spontaneously ask higher-order questions. They are quick to recall relevant information and make perceptive links with other areas of



study. They argue and reason logically. They are creative and persistent in finding solutions to problems. They pursue their own academic interests at a high level. Pupils with particular talents are highly accomplished in their own area of expertise and achieve considerably in advance of expected levels for their age. (See Appendix 1 for General Characteristics of More Able Pupils.)

## Aims

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- To continue to foster an achievement culture throughout the school which celebrates both effort and attainment in a wide range of areas
- To aim to identify children **achieving** at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength
- To identify children with the **potential** to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength
- To provide an appropriately challenging curriculum for More Able pupils through extension within the curriculum, and through enrichment/study support beyond it
- To support and make more effective the transition of More Able children at 11+ to their senior schools

## Identification

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Creating the conditions for learning in which there are opportunities for More Able pupils to demonstrate their high attainment is part of the skill of a good teacher. Identification is critical to personalising the learning experience. Identification of More Able pupils should be a continuous, whole-school process. The School should ensure that the identification process is fair, transparent, and flexible, so that it does not discriminate against particular groups. Eaton Square Prep School's identification strategy should make use of both quantitative and qualitative assessment, including prior attainment and rate of progress, so pupils are continually identified both within the school year and on a year-by-year basis.

The key principles in the identification of More Able pupils are that:

- Emphasis should be on providing an appropriate, challenging and supportive environment rather than on labelling any particular child
  - There should be open communication between educators, pupils and parents/carers as part of the identification process. Parents know their children best, and they should be engaged as partners in their child's learning
  - Parents/carers should be made aware that being identified as More Able does not automatically guarantee academic success
  - Identification is a continuous process. Some pupils will be easy to identify at a very early age, while some will emerge later
  - Parents/carers and educators need to be particularly vigilant for the 'hidden' More Able or under-represented groups, such as lower attainers, those for whom English is an Additional Language (EAL), those with SEND, or those from different cultural or socio-economic groups
  - Identification should be based on a continuous assessment approach and tracked utilising a range of both qualitative, quantitative and value-added measures
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- Teachers should be continually checking for high attainment and informing other staff. Weekly pastoral care meetings and pastoral care notes will be useful in communicating with staff.

## Quantitative and Qualitative Identification

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The quantitative and qualitative identification measures will include a combination of the following:

- Entry assessment to Eaton Square Prep School
- External assessments
- Prior attainment records
- CAT4 scores for Year 3 – Year 6
- Quest Cognitive Potential tests
- Quest Attainment (Progress) tests
- Teacher assessments
- Class profiles
- In-house tests
- Parent questionnaire
- Parental observations
- Teacher nomination in core and foundation subjects
- Discussion with parents where appropriate
- Subject specific checklists
- On-going assessment using open/differentiated tasks (identification through provision)
- Collation of evidence (i.e. individual pupil's work)
- Swimming lessons/galas
- Class Assemblies
- Internal productions, performances and events
- External productions, performances and events

### Needs Analysis

The Deputy Head (Academic), Heads of Department (Music, Sport, Art), the SENDCo and EAL Coordinator, together with the class teachers and parents/carers of the children identified, analyse each pupil's area(s) of strength. Based on this analysis, targets will be set, and appropriate provision planned and implemented.

## Teaching and Learning Strategies for More Able Pupils

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### Strategies Within the Classroom

- small group intervention for More Able pupils working at a higher level than expected for their peer group
- upward differentiation/extension in schemes of work
- teaching thinking skills in a subject context, e.g. problem solving, decision making
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging targets
- enabling children to evaluate their own work
- structured open-ended projects, e.g. science projects and investigations
- varied and flexible grouping within a year group
- vertical grouping across year groups when appropriate

### School Based Provision

This varies according to subject area and is covered using a variety of methods:

- wide range of extra-curricular activities and clubs



- opportunities for artistic, musical, dramatic and sporting development
- specialised coaching (music, sport)
- selective clubs, e.g. swimming, netball, football, chamber choir, art
- class assemblies
- leadership opportunities, e.g. house captains/prefects/school council representatives/librarians
- Maths challenges
- school productions
- house quizzes
- musical evenings and events
- debating opportunities and competitions
- residential excursions
- links with community and external agencies

## Responsibilities

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The SLT will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for More Able pupils
- monitoring the implementation of the agreed policy
- coordinating provision for More Able pupils
- developing expertise in this area through appropriate INSET
- sharing expertise with other staff and directing them to appropriate INSET
- supporting and monitoring curriculum planning which ensures differentiated provision, through classroom observation where appropriate
- ensuring the transfer of relevant information on the cohort to secondary schools
- purchasing and organising resources to facilitate the teaching of More Able pupils

The Heads of Subjects (in liaison with the SLT) will be responsible for:

- advising others of suitable strategies for extending More Able pupils in their subject
- purchasing and disseminating appropriate resources
- assisting colleagues with differentiated planning
- collecting examples of exceptional work
- monitoring provision for More Able pupils in their subject

The Class Teacher (in liaison with the Heads of Subject and SLT) will be responsible for:

- identifying More Able pupils in their class
- setting appropriate targets for More Able pupils in their class
- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge More Able pupils
- reporting to parents/carers and others on the progress of More Able pupils
- monitoring the performance of More Able pupils



## Monitoring and Evaluation

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This policy and its effectiveness will be reviewed by the Deputy Head (Academic), SENDCo and the SLT against the aims set out above and against whole school targets.

The class teacher will be responsible for reporting on the progress of More Able pupils within their class against the targets set for individuals.

## Links with Other School Policies/ Documents

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- Whole school development plan
- Subject development plans/policies
- Medium and short-term plans
- Assessment policy
- Budget plans
- INSET plans

## Appendix 1

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### General Characteristics of More Able Pupils

They may:

- be very articulate or verbally fluent for their age
- be a good reader
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge



- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults, often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem-solving activities
- prefer verbal to written activities
- be logical
- be self-taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept