KING EDWARD VI
SCHOOL LICHFIELD

More Able Strategy 2026

Original Version:	*Ratified on 22/9/22, now superseded*
To be reviewed by:	Lead Teacher for More Able Student / Assistant Headteacher
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In England, both Ofsted and NACE (National Association for Able Children in Education) define the **more able** in terms of those whose progress and attainment significantly exceed age-related expectations; therefore, this term has superseded 'gifted and talented'. The majority of schools tend to focus on those students who have demonstrated **Higher Prior Attainment** (HPA) through their performance in the KS2 SATs. This predefined group features in the Inspection Data Summary Report (IDSR) and is also one of the three priority groups in our School Development Plan. However, there are also those more able students who do not always feature in the HPA category for various reasons. For example, not all students who join our school sat the KS2 tests, and there are those students who underperformed in the SATs but have shown high levels of ability in their subsequent subject assessments. With this in mind, we refer to those students who excel across the board or in a specific area as **Exceptionally Able**.

At King Edward VI School, we want to provide the best possible education and personal development opportunities for all our students. We recognise that our **more able** students may need additional or different strategies to provide them with sufficient challenge in their learning. Each child is an individual and our provision for and intervention with our more able students is targeted to address their individual experiences of learning and achievement.

Examples of Challenges Faced by our More Able Students, as Expressed in the Y11 More Able Focus Group (November 25)

- A large number of our more able students don't realise that they are more able.
- Many more able students try to reach the impossible goal of perfection, which can put a huge strain on them emotionally and physically.
- Due to the pressures of rigorous schoolwork or extracurricular activities, more able students have little free time. Completing homework to the best of their ability can be extremely stressful when there is limited time or deadlines are too close together.
- More able students are often socially mature for their age, but this can cause them to have problems interacting with their peers.
- Success does not equal popularity, and our more able students are often ridiculed; in a culture that finds celebrating success very difficult.
- More able students are reluctant to ask for help, especially in top sets, where they feel under pressure to perform.
- More able students may have trouble focusing on schoolwork that doesn't interest them, or they don't naturally excel at.
- More able students may find work in the classroom painstakingly slow ('academic boredom'), especially in mixed ability groupings, but they tend to keep a low profile, as they don't want to seem arrogant and precocious.
- Conversely, work that is too challenging can undermine the confidence of more able students, who do need to experience a certain level of success.
- Whilst they are often expected to work independently, more able students would like more attention and individual feedback from their teachers.
- Being organised can be a problem for more able students, as many are abstract thinkers.

Identifying the More Able

To enable staff to ensure that students are being sufficiently challenged, we use several methods to identify students in each year group who will particularly benefit from specific strategies and opportunities. These are:

- Information from feeder primary schools e.g. teacher assessed expectations.
- Prior attainment e.g. KS2 test scores, GCSE exam results.
- External estimation systems e.g. FFT.
- Baseline assessments e.g. subject baseline activities at the start of Y7.
- Teachers' professional judgement.
- External assessment and/or involvement: e.g. music grades, elite sports teams, drama productions.
- Data and student tracking processes e.g. projected grades on GO 4 Schools.
- Parent nominations e.g. being made aware of students taking part in activities at a national and international level.

Teachers' professional judgement will consider students' performance in assessments and note consistently high levels of performance. However, other characteristics will be noted with an understanding that performance does not always equate to potential and more able students may exhibit any number or combination of the following, amongst other behaviours:

- They are better able to construct and handle abstractions.
- They often pick up and interpret non-verbal cues and can draw inferences that other students need to have spelled out for them.
- They take less for granted, seeking to discover causal relationships and in-depth explanations.
- They can work independently at an earlier age and can concentrate for longer periods.
- Their interests can be wildly eclectic and intensely focused.
- They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent.
- They have sophisticated communication skills.
- They might demonstrate outstanding ability in creative, intellectual, academic, sporting or performance fields.

Teachers also have an understanding that the more able students from disadvantaged families, SEND, EAL and certain ethnic minority groups are more likely to perform below their potential in formal assessments than other groups. Therefore, multiple sources of information are used to identify the more able students at King Edward VI School.

Tracking the More Able

For the purpose of identifying and tracking our more able students, all of those students deemed to be a **Higher Prior Attainer** (HPA) based on their KS2 test scores are included, as are those students who are consistently achieving a grade 8/9 or A/A* in their assessments or are nominated by their teacher. Those students who are achieving the highest grades in all of their

core subjects (English, Maths & Science) are included in the **Exceptionally Able (General)** group and those who are identified or nominated for a specific ability join the following groups:

- Exceptionally Able (STEM): Science, Technology (ICT/Computer Science), Engineering & Maths.
- Exceptionally Able (Humanities): English, Geography, History, Media Studies & Religious Studies.
- Exceptionally Able (Creative): Art, Drama, Music, Design & Technology.
- Exceptionally Able (Languages): French, German, Polish, Mandarin, etc.
- Exceptionally Able (Physical): PE, Dance, Sport, etc.

All of these groups have their own attribute on GO, allowing their progress to be monitored. The more able student register is constantly updated (the exceptionally able (general) students in Y7 are normally included by the end of the first term, and the more specific exceptionally able by February).

The National Association for Able Children in Education (NACE) is an independent charity working with schools, education leaders and practitioners to improve provision for more able learners. They believe that through a focus on meeting the needs of more able learners, and embedding an ethos and culture of high expectations for all, schools can ensure all young people have opportunities to flourish. Our strategy incorporates the eight core principles and 40 benchmarks outlined by NACE as an example of best practice.

CORE PRINCIPLE 1	The education of more able learners is a whole-school endeavour which should be embraced by school leaders at all levels.			
Benchmark		**Strategy**	**Dates & Responsibility**	**RAG**
1	The school's vision reflects its focus on the more able and challenge for all.	Under 'Aspiration' in the school's Vision and Values, it states that *'we challenge ourselves to strive for excellence in all aspects of school life.'*	CCF	
2	All staff and governors understand why a focus on the more able and challenge is important and can articulate this.	More Able Strategy to be presented to staff and governors. Updates to feature in future meetings.	MMS/GMM/GAS Summer: 2026	
3	All leaders ensure that a focus on the more able and challenge is a key aspect of their monitoring and evaluation systems and processes.	More able students are now a key feature in our data analysis process. There is now a separate data review sheet HPA students. This has worked well, although there is quite a lot of repetition in the KS3 action points.	HoDs/ALs MMS/GMM/GAS Summer: 2026	
4	Plans for all levels of school improvement include a focus on the more able and challenge.	HPA students are identified as a key focus group in the school's development plan, alongside Pupil Premium and SEND.	CCF/MMS	
5	There is a nominated lead and governor for more able and challenge provision.	Clare Woodall has been appointed as the link governor for the More Able.	TLS Committee Sept: 2026	

CORE PRINCIPLE 2	Addressing the needs of more able learners can raise achievement for a much wider group of learners in a school by increasing challenge for all.			
Benchmark		**Strategy**	**Dates & Responsibility**	**RAG**
6	Through effective CPD, all staff understand the varied needs of the more able, including academic and emotional support.	Staff CPD on embedding more stretch and challenge in the classroom.	MMS/GAS October 2025 & March: 2026	
7	All staff understand and can articulate what cognitive challenge is, and how it manifests in the classroom and across the whole school.	Meta-cognition and cognitive challenge to be featured in staff CPD.	MMS/MMS/GAS Ongoing	
8	All teachers know who their more able learners are, and planning for challenge starts with these learners.	Teachers to be reminded about the More Able Register and how to access groups on GO.	MMS/MMS/GAS Summer: 2026	
9	All staff understand how to provide effective challenge in the classroom for all learners through a 'teaching to the top' ethos and approach.	Staff CPD on embedding more stretch and challenge in the classroom.	MMS/GAS October 2025 & March: 2026	
10	Teachers act on effective pedagogical guidance to ensure challenge for all, so that challenge permeates from the start to the end of every lesson	To complete specific learning walks, student voice activities and other forms of quality assurance (QA) to ensure that more able students are being challenged in lessons.	SLT/HoDs/MMS/GMM/GAS Ongoing	

CORE PRINCIPLE 3	Providing for more able learners is about creating a curriculum which gives opportunities for all children to flourish.			
	Benchmark	**Strategy**	**Dates & Responsibility**	**RAG**
11	Rationale and intent statements for the school's overarching curriculum and individual subject curricula articulate high expectations and challenge for all.	As well as offering a broad and balanced curriculum at KS3, the options pathways at KS4 offer additional stretch and challenge e.g. Triple Science.	PLC/HoDs Ongoing	
12	The curriculum has been designed to provide opportunities for rich knowledge, skills and cultural capital to be accrued, resulting in deep learning and arrival at ambitious end-points.	Departments need to ensure that their schemes of work enable deep learning and mastery, plus having clearly defined ambitious end-points.	PLC/HoDs Ongoing	
13	There is a whole-school, planned approach to ensuring more able learners have regular access to resources that challenge them, including demanding texts that develop rich vocabulary, including subject specific vocabulary.	Recent literacy CPD has shown teachers how to incorporate strategies such as layered reading lists and use of Frayer models, etc.	EAC Ongoing	
14	The school has a strategic approach to ensuring more able learners are offered rich and sophisticated problems before acceleration through new content. Exceptionally able learners have their curriculum adapted appropriately.	Teachers to offer activities that all students can start, but that offer extension possibilities for more able learners. Exceptionally able learners might also work on independent research projects, mentorships, or cross-curricular studies. Continuous tracking ensures students are genuinely ready for new content, rather than just being fast at routine tasks.	LJH/HoDs	
15	Curriculum enrichment and access to extracurricular activities provide a broad and rich range of opportunities for all learners to further develop their abilities and interests.	Film Club – Into Film (KS3) Y10 Scholars Programme The Extended Project Qualification (EPQ) at KS5 Science Olympiad & Maths Challenge Essay Writing Competition	HoDs/GMM/ GAS/EAG Ongoing	

CORE PRINCIPLE 4	Considering the needs of more able disadvantaged learners is crucial to ensuring an inclusive and fair curriculum.			
	Benchmark	**Strategy**	**Dates & Responsibility**	**RAG**
16	The curriculum provides the knowledge, skills and cultural capital for disadvantaged learners to succeed in life.	The school's curriculum provides a broad and rich experience for all students. More able students from disadvantaged backgrounds are supported through enriching experiences, vocabulary development and an ambitions options process.	PLC/HoDs Ongoing	
17	Teachers know who their more able disadvantaged learners are, understand their individual needs, and have developed effective strategies to address these.	HPA students are highlighted on seating plans. Teachers are expected to use adaptive teaching techniques, such as targeted questioning.	LJH/MMS/ GMM/GAS Ongoing	
18	The progress and attainment of more able learners who are disadvantaged are tracked closely and any underperformance is swiftly addressed.	As one of the school's three main focus groups, HPA students feature in progress reviews at all levels, including specific action points to address underperformance. There is also a separate HPA review for each year group.	HoDs/MMS Ongoing	
19	Leaders ensure there are interventions for disadvantaged more able learners, delivered appropriately to take full account of their identified needs.	All year group data reviews are presented to the SLT, ensuring that interventions and progress are reviewed on a termly basis.	ALs/SLT	
20	Commitment to high achievement for the more academically able disadvantaged learners is embedded into school life, including having access to a range of enrichment and extracurricular opportunities which they are supported to access.	There is a wide range of enrichment activities targeted at our more able learners in each key stage e.g. Y10 Scholars Programme and Essay Writing Competition in the 6th Form.	HoDs/GMM/ GAS/EAG Ongoing	

CORE PRINCIPLE 5	Ability can be revealed across a range of specific domains, or more generally, and not only in traditional academic subjects.			
	Benchmark	**Strategy**	**Dates & Responsibility**	**RAG**
21	The school has developed a rich range of approaches to the identification of more able learners. These have been developed collaboratively, go beyond the use of outcomes data alone, and are in place across the curriculum.	To include an exceptionally able cohort rather than solely focusing on HPA. To ensure that these groups are regularly updated and publicised to staff.	MMS/GMM/GAS Ongoing	
22	All staff understand the school's systems to effectively identify the more able, exceptionally able, and those with multiple exceptionalities across the school.	To raise the profile of our More Able Strategy and to enable staff to nominate any students who don't appear on our existing lists.	MMS/GMM/GAS Autumn: 2026	
23	The school values all abilities equally and this is reflected in case studies from across and beyond the curriculum.	To collate a number of case studies to demonstrate the wide range of support being provided for our more able students and the impact that this has on their learning and wellbeing.	MMS/GMM/GAS Autumn: 2026	
24	The quality of education provided across the school encourages latent ability to come to light and be developed.	Staff need to use the adaptive teaching techniques demonstrated in recent CPD sessions.	LJH/MMS/ GMM/GAS Ongoing	
25	Systems are in place to support and encourage the identification of abilities beyond the school environment.	To cross-reference our more able lists with the Extra-Curricular Tracker and those students nominated for a Governor's Award.	MMS/GMM/GAS Summer: 2027	

CORE PRINCIPLE 6	An ethos and culture of high expectations and aspirations is integral to any school providing for more able learners.			
	Benchmark	**Strategy**	**Dates & Responsibility**	**RAG**
26	The school's vision and core values reflect a culture of high expectations, no limits on learning, and challenge for all.	One of the school's key values is 'aspiration' and this permeates throughout the school.	CCF	
27	Aspirational targets are set and tracked for all learners. Any underperformance is swiftly addressed.	Whilst the school uses the ambitious FFT 20% targets for all students, there are plans to look at tailoring individual targets for our Y10 students. Special consideration will be given to our three priority groups, including HPA students.	MMS/JEC Autumn: 2026	
28	All staff and stakeholders are aspirational for all learners in terms of their academic achievement, cultural and social capital, and personal development.	To use student voice activities, learning walks and other QA opportunities to gather evidence of staff and stakeholders being aspirational for our more able students.	SLT/HoDs/MMS/ GMM/GAS Autumn: 2026	
29	The school provides a range of rich opportunities to increase learners' aspirations in terms of future learning and careers.	Children's University Award. The Scholars Program. Careers interviews and external speakers.	GMM/GAS/KAB	
30	More able learners have opportunities to lead learning, experience leadership opportunities, and make a positive contribution to the school and the community.	Our more able students are involved in year/school councils, peer-to-peer mentoring, anti-bullying ambassadors, prefects, etc.	KSH/RJL/ KMR/JRW Ongoing	

CORE PRINCIPLE 7	Teachers are central to providing challenging and enriching education, and their professional development is paramount.			
	Benchmark	**Strategy**	**Dates & Responsibility**	**RAG**
31	CPD systematically seeks to maximise knowledge and understanding of provision for more able learners and challenge for all, meaning teachers can articulate the main teaching approaches that allow more able learners to flourish.	A great deal of recent CPD has been around adaptive teaching and meta-cognition.	LJH/MMS/ GMM/GAS Ongoing	
32	More able and challenge focused CPD is based on analysis of need, is evidence-based, and leads to enhanced learner outcomes.	With HPA being one of the three priority groups for the school, the focus of future CPD will remain on our more able students.	LJH/MMS/ GMM/GAS Ongoing	
33	Provision for more able learners is part of the induction programme for new staff.	Ensure that this features in the New Staff Induction Day, as well as in the ECT programme.	LJH/AAB Autumn: 2006 July: 2027	
34	Teaching assistants, mentors and one-to-one tutors receive appropriate training and development to ensure they can support more able learners effectively.	To carry out an audit on what training is provided to LSA's and other learning support staff.	MMS/KLP Autumn: 2026	
35	A culture of openly celebrating and sharing best practice around more able and challenge provision permeates the school.	To continue the sharing of good practice in future meetings and CPD sessions.	LJH/MMS/ GMM/GAS Ongoing	

CORE PRINCIPLE 8	Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.			
Benchmark		**Strategy**	**Dates & Responsibility**	**RAG**
36	Learners are explicitly taught about 'desirable difficulty' and encouraged to take risks with their learning. Those with perfectionistic tendencies are supported in this.	Teachers to incorporate a number of strategies to help students overcome perfectionism e.g. normalising friction, low-stakes practice and modelling vulnerability. For example, the recent CPD on encouraging students to 'embrace failure'.	LJH/RJL/GAS Ongoing	
37	Learners embrace difficulty and can effectively evaluate the levels of challenge they experience.	To work more closely with groups of our more able students who may show signs of underperformance.	GMM/GAS Spring: 2027	
38	Staff do not 'steal the struggle' from learners. They understand how to appropriately scaffold learning to ensure challenge for all.	To continue looking at scaffolding and other types of support in future CPD sessions.	MMS/GMM/GAS Ongoing	
39	Parents and carers are supported to understand the needs of more able learners and the importance of cognitive challenge and growth mindset approaches.	To look at ways of increasing our engagement with the parents and carers of our more able students.	MMS/GMM/GAS Spring: 2027	
40	The school is outward-facing and proactive in developing a range of partnerships to create innovative opportunities for learning and progression	To increase our network with other schools and organisations.		

There is a separate HPA progress monitoring spreadsheet that accompanies this document.