



## MORE ABLE AND SCHOLARSHIP PROVISION POLICY

Responsible for Policy	
Author	Director of Curriculum Innovation and Strategic Learning
Approval	Education Committee
Review Dates	
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Next Review Date	Spring Term 2028
This policy applies to Hazelwood School and Hazelwood School Nursery (including EYFS)	

### 1. Purpose

This policy outlines how Hazelwood School identifies, supports and evaluates pupils who demonstrate high attainment or high potential across academic and non-academic domains.

In line with the Education (Independent School Standards) Regulations, the school ensures that:

- The curriculum is ambitious and provides appropriate depth and challenge.
- Teaching is consistently well implemented and enables pupils to develop secure knowledge, understanding and skills.
- Assessment is used effectively to inform provision.
- Pupils make strong progress relative to their starting points.
- Leaders evaluate the impact of provision and monitor equity of outcomes.

This policy should be read alongside the Curriculum Policy, Assessment Policy and SEND Policy.

### 2. Principles

Provision for more able learners is guided by the following principles:

- The curriculum must be ambitious in both breadth and depth.
- Identification must be evidence-based, consistent and equitable.
- Teaching must deepen understanding rather than accelerate content prematurely.
- Assessment must inform teaching and sustain strong progress.
- Wellbeing must be safeguarded alongside high expectations.

More able provision is embedded within high-quality classroom practice and is an expectation within effective curriculum design and implementation, not a separate programme.

### 3. Definitions

#### More Able

A pupil performing consistently above age-related expectations and demonstrating secure knowledge and advanced application of skills, typically within approximately the top 10–15% of the cohort in a given domain.

## **Highly Able**

A pupil whose attainment or potential is significantly above peers and who requires provision beyond standard classroom differentiation to ensure continued strong progress.

## **Scholarship Candidate**

A pupil identified as demonstrating the level of attainment, depth of thinking and independence typically required for senior school scholarship consideration. Identification is informed by sustained high performance, professional judgement and discussion with families, recognising that expectations vary between schools.

## **What Strong Progress Means**

For more able pupils, strong progress means:

- Consistently achieving at the higher end of assessment descriptors for their year group.
- Demonstrating increasing independence, sophistication and depth.
- Engaging confidently with challenge and showing resilience.
- Applying knowledge and skills in unfamiliar contexts.
- Making connections across areas of learning.

Strong progress does not necessarily mean acceleration beyond chronological age. It means deepening mastery and understanding within an ambitious, age-appropriate curriculum.

## **4. Identification**

### **4.1 Principles of Identification**

Identification is:

- Ongoing and responsive to emerging evidence.
- Informed by multiple sources.
- Sensitive to ability that may be masked by SEND or EAL.
- Focused on both current attainment and potential for strong progress.

Leaders ensure identification processes are applied consistently across subjects. Pupils may demonstrate differing levels of ability across subjects. Identification is dynamic and reviewed regularly.

### **4.2 Evidence Base**

Evidence may include:

- Standardised assessment data.
- Internal tracking showing sustained high attainment.
- Work scrutiny demonstrating depth and advanced reasoning.
- Teacher professional judgement.
- Specialist staff recommendations.
- SENCO input for dual exceptional pupils.
- External assessments where appropriate.

All identification decisions are documented and evidence-based.

## Identifying Pupils with Both High Ability and SEND

The school recognises that some pupils may demonstrate high ability alongside a Special Educational Need or Disability. These pupils may be overlooked if their needs mask their strengths.

The SENCO works with teachers to:

- Review SEND pupils for evidence of high potential.
- Identify uneven or 'spiky' profiles.
- Use reasonable adjustments to enable pupils to demonstrate capability.
- Remove barriers while maintaining appropriately challenging content.

Provision addresses both strengths and support needs.

### 4.3 The More Able Register

The Register includes:

- Pupil name and year group
- Area(s) of strength
- Category

### Oversight

- Updated termly by Heads of Department.
- Reviewed in Pupil Progress Meetings.
- Analysed termly by the Senior Leader (Assessment) to evaluate progress relative to starting points.
- Reviewed annually for patterns relating to gender, SEND, EAL and pupils receiving additional wellbeing support.
- Quality assured by SLT.

Removal from the register requires documented rationale and confirmation that provision has been appropriately implemented. Heads of Department are responsible for actioning removals and documenting the rationale before the next Pupil Progress Meeting.

## 5. Provision

### 5.1 Curriculum and Classroom Practice

- The curriculum provides sufficient depth and complexity.
- Planning reflects ambition and appropriate challenge.
- Teaching enables pupils to deepen secure knowledge and apply skills independently.
- Assessment informs adaptation and sustains strong progress.
- Pupils are encouraged to think critically and solve complex problems.

Implementation is expected to be consistent across subjects. Heads of Department are responsible for ensuring consistent implementation across their subject areas.

### 5.2 Targeted Provision

Where additional provision is required, this may include:

- Small-group extension sessions.
- Subject mentoring.

- Enrichment opportunities (e.g. competitions, workshops, visiting speakers).
- Access to advanced resources.
- Specialist coaching.
- Subject acceleration where appropriate and with pastoral oversight.

Provision is proportionate and designed to secure strong progress while safeguarding wellbeing.

### **5.3 Scholarship Preparation**

#### **Purpose**

Hazelwood prepares pupils for scholarship assessments at senior schools. Preparation is rigorous and requires commitment from pupils, parents and school. The aim is to develop excellence while maintaining wellbeing.

#### **Identification**

Potential candidates are typically identified in Year 6 through:

- Analysis of attainment data.
- Specialist recommendations.
- Discussion with parents.
- Assessment of readiness and motivation.

Final decisions are made by the Head in consultation with specialists.

#### **Parent Partnership**

Before preparation begins, parents meet with school leaders to:

- Confirm target schools.
- Understand expectations and time commitments.
- Agree home support arrangements.
- Establish review meetings.

The Head, in consultation with the subject teacher and parents, will review or withdraw preparation if there is evidence that it is affecting the pupil's wellbeing or progress adversely.

### **6. EYFS Provision**

In Nursery and Reception, practitioners assess children against the EYFS framework and tailor provision to their strengths.

In Nursery and Reception:

- Practitioners assess children against the EYFS framework.
- Children exceeding expected milestones are identified and learning is tailored to their strengths to challenge and show progression.
- Provision deepens learning within the EYFS curriculum rather than accelerating content.
- Transition information is formally passed to Reception and Year 1 staff to ensure continuity.

Leaders monitor EYFS provision to ensure secure foundations for future strong progress.

## **7. Use of Technology and AI**

Technology, including AI, may be used to:

- Personalise challenge.
- Extend enquiry.
- Develop advanced digital literacy and problem-solving.

Leaders ensure that its use aligns with curriculum intent and ethical practice.

## **8. Pastoral Oversight**

Tutors and Heads of Year monitor the wellbeing of high-attaining pupils and are alert to signs of perfectionism, anxiety or disengagement. Where concerns arise, they are raised through the normal pastoral review process.

## **9. Monitoring, Evaluation and Impact**

### **9.1 Progress and Outcomes**

Leaders analyse termly:

- Attainment and progress.
- Progress relative to starting points.
- Greater depth outcomes.
- Scholarship results.

More able pupils are expected to:

- Sustain secure and deep knowledge.
- Apply skills with increasing sophistication.
- Achieve well across the curriculum.

### **9.2 Quality Assurance**

Leaders evaluate whether:

- Teaching is consistently well implemented.
- Stretch is evident in planning and pupil work.
- Assessment informs provision.
- Pupils report appropriate challenge.

Findings inform improvement planning.

### **9.3 Governance**

The Senior Leader (Assessment):

- Holds overall accountability.
- Reports termly to SLT.
- Provides an annual report to Governors.

Governors maintain strategic oversight.

## **10. Professional Development**

Leaders ensure that staff are supported to deliver ambitious and consistently well-implemented provision for more able pupils. This includes professional development focused on:

- Designing curriculum sequences that provide depth and challenge.
- Identifying high potential, including dual exceptional learners.
- Delivering effective stretch through questioning and task design.
- Using technology appropriately to extend learning.

The Director of Curriculum Innovation and Strategic Learning is responsible for ensuring relevant professional development is planned, delivered and evaluated annually.

## **11. Policy Review**

This policy is reviewed every two years by the Director of Curriculum Innovation and Strategic Learning and approved by the Education Committee. It may be amended at any point in response to legislative change or updated inspection guidance.