

Highly Able/Stretch and Challenge Policy

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage and boarders.

Reviewed: February 2026

Reviewed by: C Scriven

PURPOSE

This policy sets out Moulsford's approach to identifying and supporting pupils who demonstrate high levels of attainment, potential or particular strengths. It also outlines the School's commitment to providing appropriate stretch and challenge for all pupils.

At Moulsford, high ability is recognised as dynamic and developmental. Provision is designed to nurture potential, deepen understanding and promote intellectual curiosity.

PRINCIPLES

The School believes that:

- all pupils are entitled to appropriate challenge in their learning
- high attainment and high potential may present differently across subjects
- provision for highly able pupils should be embedded within high-quality teaching
- intellectual challenge supports resilience, independence and confidence
- breadth of opportunity is as important as acceleration

Stretch and challenge is therefore a whole-school responsibility.

DEFINITION OF HIGHLY ABLE

Highly able pupils may demonstrate one or more of the following:

- attainment significantly above age-related expectations in one or more subjects
- rapid grasp of new concepts and ability to make connections
- strong problem-solving or analytical skills
- originality of thought or creativity
- sustained curiosity and motivation

High ability may be academic, creative, practical or leadership-based. Identification is not limited to examination performance.

IDENTIFICATION

Identification of highly able pupils may be informed by:

- teacher assessment and professional judgement
- standardised assessment information
- internal examination performance (where applicable)

- classroom observation
- subject-specific performance or competition results

Identification is reviewed periodically and remains flexible. Pupils may move in and out of highly able categorisation as their development evolves.

PROVISION IN THE EYFS AND PRE-PREP

In EYFS and Pre-Prep, high ability is recognised through observation of curiosity, advanced language, early mastery of concepts or exceptional creativity.

Provision at this stage focuses on:

- open-ended questioning
- enrichment through play and exploration
- extended tasks and deeper investigation
- encouragement of independence and leadership

Formal labelling is avoided; emphasis is placed on responsive, high-quality teaching.

PROVISION FROM YEAR 3 TO YEAR 8

Provision for highly able pupils is primarily delivered through quality-first teaching, including:

- differentiated tasks that promote depth rather than repetition
- higher-order questioning
- opportunities for independent research
- problem-solving and investigative learning
- cross-curricular projects

Additional opportunities may include:

- subject enrichment activities
- extension workshops or masterclasses
- preparation for scholarship examinations (where appropriate)
- participation in academic competitions or events

In Years 7 and 8, potential scholarship candidates may receive targeted preparation and guidance.

MONITORING AND REVIEW

Subject leaders and senior leaders monitor provision for highly able pupils through:

- review of assessment information
- work scrutiny
- discussion with staff
- pupil voice where appropriate

Provision is reviewed periodically to ensure appropriate challenge is maintained.

EQUALITY AND INCLUSION

The School recognises that high ability may be masked by other factors, including special educational needs, social or emotional factors, or limited prior opportunity.

The identification process seeks to be inclusive and responsive to diverse strengths.