

More Able & Challenge for All Policy 2026-27

Date: September 2026

Review Date: **September 2027**

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A. Introduction and ethos:

Seaford College is committed to promoting achievement and raising standards for all students, to providing an environment which encourages all students to develop their gifts, talents and abilities to the full. We recognise the need to promote appropriate opportunities to cater for the most able in our community and ensure challenging lessons for all.

At Seaford we provide a wide range of challenging learning opportunities which will enable each individual pupil, including those with exceptional abilities to fulfil their potential.

We endeavour to do this by having a school with:

- The highest possible emphasis on academic achievement;
- A rich and varied experience for all;
- Effective partnership with parents, pupils, teachers, governors and the wider community.

B. Identification and definitions:

More able pupils

‘More able pupils’ refer to pupils who have CAT scores above 120 and are internally grouped as Band A. These pupils are deemed to be in the top 20% of the pupil body and are identified on ClassCharts with a blue star.

Academic Scholars

Academic scholars have been awarded a scholarship as they have the ability to achieve **significantly above the average** (compared with the attainment of other pupils in their year group at Seaford College) in one or more of the National Curriculum subjects other than art, technology, performing arts or physical education. These are not identified on ClassCharts but the scholars coordinator releases this list to staff at the start of each academic year. The progress is reported on to parents in a separate scholars report at the end of the year.

Academic Scholars are selected after a rigorous interview day but may also be identified by their teachers from internal data and assessment.

Challenge for All

Challenge for all means designing learning that requires all students to think deeply, make connections, justify decisions and grapple with uncertainty. Challenge is not about making more work for pupils; it is about making thinking harder. The level of challenge is relative to each class ability but every lesson should include challenge that can be attempted by all.

Provision

Seaford College provides for more able students and challenge for all in the following ways:

1. In the classroom
2. Co-curricular activities
3. Scholars Curriculum

In the Classroom:

Most of academic extension and provision will come from classroom teachers. Teachers should always be aiming to extend the top third of the class regardless of ability. We expect every lesson to have “challenge tasks” and for teachers to identify where the challenging part of learning is within the context of the lesson. Our core aim is that challenge is not a bolt on but built into core learning and that challenge is not about making more work but about making thinking harder.

Teachers should seek to stretch them through questioning, challenge activities and adaptive teaching. Teachers should always be aiming to extend the top third of the class regardless of ability.

Co-Curricular activities:

More able students should be seeking additional opportunities to extend their own learning and be the drivers of their own education.

- Academic Scholars Curriculum
- House Competitions
- Debating Society
- Biomedical Society
- Current Affairs Club
- Maths Challenge
- Languages Challenge
- Poetry Competitions
- Essay Competitions
- Subject Societies
- Music lessons
- Drama productions
- Sports Scholarship Programme
- LAMDA
- Sports Competitions
- Use of the Library

Academic Scholars Curriculum

In addition to the above, Seaford offers a dedicated scholars programme of enrichment sessions. An example of a term's sessions is below.

These sessions are split into Years 7-8, Years 9-11 and Sixth Form and aim to encourage critical thinking skills, extend and develop cross curricular skills and increase their cultural capital and worldwide knowledge. The programme provides a multi-disciplinary extension curriculum providing an introduction into a wide array of knowledge outside of the curriculum; an example timeline for the Winter term is above.

Monitoring, reviewing and evaluating

The progress of more able pupils will be monitored by the Director of Teaching and Learning, whilst the Academic Scholars Co-ordinator will oversee the scholars.

This will be done by examining their:

1. Challenge Grade Reports
2. Extra-Curricular Activities
3. Examination and Assessment Results
4. Participation in Scholars Sessions

The school's success in meeting the needs of these pupils is evaluated using the following:

- Challenge Grade Reports;
- Examination results;
- Take up of provision by More Able students and Scholars
- Feedback from subject teachers;
- Parent's comments;

Years 7, 8 and 9	Years 10 and 11	Year 12
	Mini Lecture: what makes us say yes? The psychology of authority	A big decision: different types of universities and how to choose
How journalists use media to shape our opinions of news and the people in it		
	Mini Lecture: slapstick and toilet humour: why medieval literature is anything but boring	Academic curiosity: skills for independent research and wider reading
Murder mystery: who killed the princes in the tower?		
	Mini Lecture: human rights and the complex case of Shamima Begum	Oxbridge: what it's really like and is it for me?
The Stanford Prison experiment and the ethics of consent	Independent Research Project	
		UCAS: the application process
Artificial intelligence and Frankenstein's monster	Independent Research Project	
		Extra curricular: what can I be doing now?
Advanced mathematics	Independent Research Project (mini viva to take place at the start of Spring term)	
		Personal statements: an introduction

Fundamentally, the success of this policy is driven by classroom teachers, Heads of Department, the Academic Scholars and Oxbridge Co-Ordinator and the Director of Teaching and Learning. By offering challenge inside and outside of the classroom all students, and in particular more able and scholars will produce outstanding outcomes.