



# More Able Learners Policy

Policy date:	September 2021
Date of next review:	June 2022
Owner:	Deputy Head (Academic)
SLT committee responsible:	N/A
Intended audience:	Parents, All Staff
Location:	School Portal and Website

## 1. Aims

- 1.1 At Haileybury we believe that all children are entitled to an education that will enable them to develop their full potential. All pupils have individual needs, which put personalised learning at the heart of our teaching. Those pupils who are identified as academically more able need support in order to ensure they reach their potential.
- 1.2 In defining what is meant by the term “academically more able”, we have adopted the following definitions:
- ‘those whose progress and attainment significantly exceed age-related expectations’<sup>1</sup>;
  - those whose potential, if fulfilled, ‘may extend beyond national measures of progress and attainment’<sup>2</sup>;
  - those who show exceptional ability and/or potential. This might be in a curriculum area such as mathematics, music, art or sport or be a less easily acknowledged talent such as leadership, creative imagination or social maturity;
  - those pupils who are assessed as intellectually gifted through an Educational Psychologist’s report or baseline testing;
  - those pupils who possess a general academic learning ability that is significantly greater than that of most of their peers, or who demonstrate skills or personal attributes such as scholarly attitude, intellectual curiosity, critical thinking, innovation, imagination and collaborative working.
- 1.3 The above list is not exhaustive and pupils may display exceptional abilities in a wide number of areas.
- 1.4 Further signs of high ability suggested by ISI include:
- being well ahead of their peers in the skills of speaking, writing and handling numbers;
  - being able to concentrate for long periods of time on material which interests them;
  - having a retentive memory;
  - thinking quickly and approaching problems flexibly;
  - using abstract ideas;
  - enjoying complexity;
  - showing intolerance of illogicality;
  - being self-critical and critical of others;
  - having an unusual or highly developed sense of humour;
  - showing exceptional proficiency in creative, artistic, musical or physical activities.

## 2. Identification

- 2.1 No one method of identification of more able pupils can be entirely accurate. Individual departments have specific subject criteria; baseline testing can offer a snapshot but each pupil must be viewed holistically and the limitations of such tests must be recognised; professional

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<sup>1</sup> DfE definition.

<sup>2</sup> National Association for Able Children in Education definition.

judgment must be exercised at all times. We endeavour to identify our more able pupils through a variety of methods and we obtain as much information about individual pupils as possible.

2.2 The methods employed include:

- information from any previous schools;
- internal and external assessment and testing including entry tests;
- baseline testing (CEM);
- specific criteria developed by subjects;
- teacher observation and recommendation;
- subject report information;
- those awarded Academic Scholarships or Academic Exhibitions.

2.3 At the beginning of each academic year the Deputy Head (Academic) creates a register of pupils who, in agreement with the Head of Academic Scholarship and the Director of Studies, are deemed to be more able. This register may change as pupils develop during their time at Haileybury.

### **3. Academic Scholarship**

3.1 Academic Scholarships are awarded on entry to the School (11+, 13+, 14+, 16+) to those pupils who are identified as academic leaders. Scholarship is assessed through performance in entrance tests and on scholarship days. An Academic Scholarship may, at the discretion of the Master, carry a financial benefit.

3.2 Academic Scholars are expected to maintain academic excellence in their studies. They are also expected to work hard and to engage with enrichment opportunities such as Scholars' Lunches, lectures, talks and Field Days. Failure to engage fully with the programme may lead to a warning after which an Academic Scholarship might be withdrawn.

3.3 Academic Exhibitions are awarded on a termly basis to those pupils who have achieved or attained a significant milestone, such as performance in Olympiads or other external competitions, or the leading of academic societies and initiatives.

### **4. Organisation**

4.1 The Head of Academic Scholarship reports to the Deputy Head (Academic) and through them advises the Master on the position and progress of academic scholarship at Haileybury. The post holder will be invited to attend the Heads of Department Committee when required.

4.2 He/she will work in coordination with the Deputy Head (Academic), the Director of Studies and the Heads of Year to ensure that scholarship and academic enrichment develop and maintain a high profile within the School, as well as to identify and promulgate the strategy for academic enrichment and a super-curriculum at Haileybury.

4.3 The Head of Academic Scholarship will oversee the provision for academic scholars at Haileybury and work closely with the Oxbridge Co-ordinator to ensure that pupils are fully prepared for the Oxbridge pathway before they reach the Sixth Form.

### **5. Provision**

5.1 The Head of Academic Scholarship will have the responsibility to:

- Co-ordinate and develop a programme of enrichment for academic scholars, maximising the scheduled time slots allocated to them, and thus develop a culture of academic societies within the School.
- Maintain a dialogue with identified pupils to monitor, support, encourage and mentor as appropriate.
- Provide opportunities for more able pupils across the School, in different year groups and houses, to work together on academic projects or courses and to initiate a mentoring system where appropriate.
- Encourage and monitor pupil involvement in internal and external academic events, such as lectures and seminars, or competitions.
- Promote academic-related work experience.
- Foster academic links with other schools and external agencies.
- Work with the Library staff to promote extra-curricular reading and the development of research and study skills in using the varied resources available within the school setting.
- Plan training for staff members as appropriate to help them deliver the vision for academic enrichment, ensuring that all subject teachers follow good practice in classroom teaching and co-curricular opportunities.
- Work with the Learning Support Department to monitor and assist in the academic provision for those pupils recognised as more able and also identified as having SEND requirements.
- Liaise with HMs, pastoral tutors and parents as necessary to recognise achievement, address underachievement, and support pupils' happiness and wellbeing.
- Monitor the provision for more able pupils across the School through an audit of enrichment and extension opportunities provided by individual departments and by the wider co-curricular programmes.

5.2 Within each department there should be one nominated teacher who is an ambassador for more able pupils. This may be a role held by the Head of Department or it may be delegated to another member. The ambassador's role is to co-ordinate the efforts of the department, and the School as a whole. The ambassadors and/or Heads of Department (including the Director of Music, Director of Sport, and Director of Drama) will have the responsibility to:

- Prepare subject-specific criteria for identifying more able pupils and share them with their department.
- Refer pupils who meet the criteria to the Head of Academic Scholarship or the Deputy Head (Co-curricular), as well as highlighting the pupils to the subject teachers.
- Provide schemes of work that contain enrichment/extension or differentiated material for identified pupils, and ensure that this material is being used appropriately by subject teachers.
- Provide extension material in the form of suggested reading lists for courses or projects, following appropriate research and referencing protocols.
- With their departments, prepare two sessions of academic extension beyond the curriculum, for two weeks of the year, as per the rota of extension slots managed by the Head of Academic Scholarship.

5.3 All staff are to be aware of their role in the identification of more able pupils based on subject-specific criteria and the need to make the curriculum or co-curriculum sufficiently and appropriately challenging.

## **6. Evaluation**

6.1 As with all our school policies, consistent practice across the School is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the Deputy Head (Academic), who will report directly to the SLT and Governors. Results of evaluation will be discussed annually at SLT meetings and shared with the governing body.

## **7. References**

7.1 This policy should be read in conjunction with the following documents:

- The Learning Support Policy.
- The Assessment and Feedback Policy.
- The Curriculum Policy.
- The Reporting Policy.

<b>Version history</b>		
<b>Date</b>	<b>Reviewed by</b>	<b>Notes</b>
February 2020	SJMC/SLW	
September 2021	SJMC/SLW/CM	Reviewed and updated
September 2021	SLT	Reviewed and approved