



More Able Learners Policy

Policy date:	June 2026
Date of next review:	May 2027
Owner:	Deputy Head (Academic)
Leadership Team:	Academic Leadership Team
Intended audience:	Parents and teaching 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’¹;
 - those whose potential, if fulfilled, ‘may extend beyond national measures of progress and attainment’²;
 - 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 the Independent Schools Inspectorate (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 judgement 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.

¹ DfE definition.

² National Association for Able Children in Education definition.

2.2 The methods employed include:

- information from any previous schools;
- internal and external assessment and testing including entry tests;
- baseline testing (GL);
- 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 are deemed to be more academically able. This register changes as pupils develop during their time at Haileybury. Heads of Department should also hold a record of any pupils who are not on this central register but show particular aptitude in their subject.

3. Academic Scholarship

- 3.1 Academic Scholarships are awarded on entry to the School (11+, 13+, 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 terms of both attitude and attainment) in their studies. Failure to maintain the expected standards may lead to a warning, after which an Academic Scholarship might be withdrawn. Academic Scholars are encouraged to join the various enrichment groups that run in all age groups throughout the School.
- 3.3 Academic Exhibitions are awarded twice a year to those pupils who have achieved or attained a significant milestone, such as performance in Olympiads or other external competitions, or have shown notable attainment and effort across their studies.

4. Organisation

- 4.1 The Academic Registrar works with the Deputy Head (Academic), to propagate the strategy for academic enrichment, ensuring its continued development and prominence within the School.
- 4.2 The Academic Registrar works with Tutors, Heads of Year and Heads of Department to support the more able learners in the School, ensuring that they are suitably challenged and stretched both inside and outside the classroom.
- 4.3 The Academic Registrar will oversee the provision for academic scholars in Key Stage 3 and through GCSEs at Haileybury. In the Sixth Form, as pupils increasingly identify as subject specialists, enrichment is led within departments (for example, the Oxbridge Maths Group or The Poetry Quarter).

5. Provision

- 5.1 The Academic Registrar and the Director of Teaching and Learning will have the responsibility to:
- Coordinate and develop a programme of enrichment for more able learners, maximising the scheduled time slots allocated to them, and thus develop a culture of academic societies within the School.

- Maintain a dialogue about 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.
- Encourage and monitor pupil involvement in internal and external academic events, such as lectures and seminars, or competitions.
- Foster academic links with other schools.
- 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 and ensure that pupils are appropriately supported, sufficiently challenged and encouraged to fulfil their academic potential.
- 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 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 Academic Registrar 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 sessions of academic extension beyond the curriculum.

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. References

6.1 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

Version history		
Date	Reviewed by	Notes
February 2020	SJMC/SLW	
September 2021	SLT	Reviewed
September 2022	SLT	Reviewed
October 2023	SLT	Reviewed
September 2024	Deputy Head (Academic) / SLT	Reviewed and updated
June 2025	Deputy Head (Academic)	Reviewed and updated
September 2025	Academic Leadership Team (ALT)	Reviewed and updated
September 2025	Executive Leadership Team (ELT)	Reviewed and approved
June 2026	ALT	Reviewed and updated
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