



HOLMEWOOD HOUSE SCHOOL

'Kindness, aspiration & self-belief'

MORE ABLE PUPILS

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| Policy Holder | Deputy Head |
| Date Approved | December 2025 |
| Approval | SLT |
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This policy should be read in conjunction with:

- Scholarship Readiness Awards Bursaries Policy
- Curriculum Policy
- Assessment Policy
- Assessment Procedure
- Balance of Studies

MISSION STATEMENT

At Holmewood House School we provide a broad and balanced curriculum which is appropriately differentiated to meet the needs of every pupil. We seek to foster the individual aptitudes and meet the needs of each child, irrespective of ability. The school is committed to discovering the gifts and talents of each child and to helping each child discover that he or she has a gift or talent in some or many areas.

We are also aware of our responsibility to challenge students across all abilities. Our teaching and learning helps to ensure that exceptionally able pupils are challenged and engaged on their learning journey. Our curriculum provision encourages pupils to extend significantly beyond National Curriculum age-related coverage in all subjects as well as develop moral and social talents. We recognise that the mental health and wellbeing of our students is paramount and utilise enrichment and extension opportunities as a vehicle for achieving this.

ENRICHMENT VS EXTENSION

At Holmewood House, we recognise:

Enrichment: as opportunities which are accessible to all students and enrich the curriculum. This is often possible through resources which go beyond the classroom and intends to promote interest in a subject and student's own appreciation of their learning journey. While these opportunities are available to all, more able

students are likely to benefit greatly from enrichment opportunities. We see these opportunities as inclusive and supportive.

Extension: as activities to challenge our more able students. Of course, all students of any ability are being extended in our classrooms, but for purposes of this documentation, extension refers to the strategic inclusion of materials and procedures which develop our more able pupils to accelerate beyond the core curriculum provided.

EQUAL ACCESS

We believe that all pupils are entitled to access a broad, balanced, relevant and creative curriculum and should be encouraged to contribute to all aspects of school life. We believe that educational inclusion is about equal opportunities for all pupils to develop and identify as learners. This does not mean that all students are encouraged to access the same material, but that all abilities are carefully considered and provided for. Where possible, we promote extension through resources chosen which go beyond the curriculum, and recommend access to more able students, **without withholding materials from others**.

IDENTIFICATION

We identify exceptionally able pupils via:

- Teacher feedback (based on classroom observation and work scrutiny)
- Examination results
- Standardised Test Scores (such as CAT4 Testing)
- Educational Psychologist Report

We recognise that more able children can present their ability in a variety of ways, not necessarily captured in assessments. This is why teacher-pupil relationship is a vital part of our provision. More able students might be rapid, efficient learners with a high capacity to integrate new knowledge. They may have some of the following positive learning qualities, characteristics and attitudes:

- Ability to perceive analogies and think laterally
- Interest in abstract, conceptual thinking
- Aptitude for inductive and deductive reasoning
- Intellectual flexibility
- Strength in problem solving and collaborative learning
- Socially well developed
- Articulate with exceptionally wide vocabulary
- At ease with open-ended questioning
- Intellectual maturity beyond their years
- Breadth of interests
- Highly imaginative or creative
- Highly developed reading habits
- Excited by new ideas
- Inquisitive
- Single-mindedness and ability to persevere
- Quirky sense of humour
- High-tolerance of uncertainty and little fear of failure

In addition to the above, we recognise that sometimes more able children can present with seemingly negative or challenging qualities, characteristics and attitudes:

- Disproportional emotional maturity with intellectual ability
- Difficulties socialising with peers
- Greater variations between written and oral ability
- Perfectionism (which can be destructive)
- Greater fear of failure and uncertainty
- Quick to become frustrated
- Lack perseverance
- Single-mindedness and inflexibility of thought
- Challenging of authority
- Hypercritical
- Uninterested or apathetic when asked to work
- Withdrawn
- Reluctant to take part in collaborative activities
- Restless or fidgety in lessons

REGISTER FOR MORE ABLE

We recognise that no learning journey is linear and therefore do not engage in a formal identification process which groups young students into an identifiable group beyond the knowledge of staff. This is to ensure that our learning environments are not pressurised, and every student recognises themselves as an equal learner during these vital years of identity development.

We split the 'More Able Register' into the following categories: linguistic, mathematical, scientific, technological, human and social, physical. We have broken the final category: 'aesthetically creative' down into three groups: Artistic, Dramatic and Musical

Through the School we put names of children we identify as more able onto our 'More Able Register'. This register is shared between staff so that staff share an understanding of targeting challenging material and ensuring high expectations for these students. This register is also used for tracking purposes so that we can see how pupil engagement and development evolve during a student's learning journey through Holmewood House.

Around the Spring Term in Year 6, we invite pupils who we recognise to show excellence into a Scholarship Readiness Programme. This programme is designed to offer stretch and challenge to those who evidence capacity and ability to take it on. There are programmes designed for: Academics, Art, Design Technology & Engineering, Drama, Music and Sports. Further information is available on the Scholarship Readiness Programme Policy and brochure.

In order to ensure that individuals not selected for the Scholarship Readiness Programme class are still provided for, access to extension still exists and participation in elite clubs is still welcome as long as pupils show the dedication required. Names continue to be placed on our 'More Able Register'.

In general, we expect the top 5-15% of the year group to be considered as 'More Able'. When students reach Year 6, due to the structural shift, this becomes a larger proportion of the cohort (between 25-35%).

We use the More Able Register to track which categories are present across the year groups and we track this alongside the most recent Mean score in CATs, gender and SEND/EAL. Our tracking form also notes

whether students have had access to our beyond the curriculum extension material and has a comments section for staff to notify other staff via email, so that edits to the document are known.

TRACKING

Tracking occurs using the assessment system in place for all students, through CATs data collected across a students' learning journey, as well as subject specific assessments such as PTM, PTE and PTS and examinations in line with our assessment.

Additionally, take up and interest in enrichment and extension opportunities are reflected on and we ensure reflect regularly on our provision. Should a student identified as more able start to disengage with a subject, concerns would be raised using the 'Academic' tab of an iSAMS concern, which all staff access and view. Knowing our students well is vital in our approach to provision as data is only one part of a larger picture.

Should concerns continue, staff will engage with parents to discuss next steps.

ENRICHMENT AND EXTENSION IN OUR CURRICULUM

Each department takes responsibility for mapping out both enrichment opportunities and extension (Beyond the curriculum) opportunities in their Departmental Handbook. These handbooks are considered to be dynamic and constantly added to and reflected on. We schedule time at the end of each academic year to review both enrichment and extension opportunities so that it remains a priority.

Enrichment mapping includes lists of all trips and guest speakers, access to clubs and celebratory days. As specified before, the intention is that these are accessible to all students, with a view to being particularly enjoyable for our 'more able'.

Extension mapping includes lists of resources appropriate for our students who we wish to extend beyond the curriculum. Staff differentiate for need, but these comprehensive and relevant 'Beyond the Curriculum' resource lists are intended to target students showing real flare. These lists are available to parents, students and staff. The lists contain a variety of resources, such as books, podcasts, magazines, TED Talks, monthly subscriptions and local awareness clubs. Most, if not all, books are available to students in the Learning Hub, so they can be accessed with ease. These lists are available to parents also.

In addition to the above, to meet the needs of every child at Holmewood House School, we work collaboratively with Heads of Department to challenge the most able by:

- Ensuring the early identification of pupils of high ability through standardised assessment and assessment for learning within subjects, of both a formative and summative nature
- Appropriate assessment of their specific skills and ability profile to give us a deep understanding of pupils' cognitive functioning
- Development of their spiritual, moral, emotional, social and cultural experiences at a level appropriate to their abilities
- The awareness of learning tasks that are relevant, enjoyable and extend conceptual structures
- Staff training and awareness through frequent discussions of pupils' progress in weekly Pupil Improvement Group meetings, weekly Head of Department Meetings with the Assistant Head Learning and Teaching, and Departmental Meetings
- We support aspirational pupils in participating in challenging activities beyond the school environment, such as participation in the UK Mathematics Challenge, the Extended Essay in History Competition, National Storywriting Competition and Public Speaking Competitions

To ensure the most able thrive, our teachers:

- Prepare material to extend and stimulate them
- Have plenty of enrichment materials to prepare
- Have supplementary resource materials available
- Provide as many open-ended, higher-order questions as possible
- Demand work of quality not quantity
- Encourage freedom and independence in learning
- Encourage depth of thinking
- Encourage them to research and report back
- Keep them challenged
- Give individual help as required;
- Encourage their abilities and potential
- Encourage them to pursue additional aspects of a class project

MEETING THE NEEDS OF THE MOST ABLE PUPILS

Highly able pupils need:

- To maintain contact with their chronological peers; they need to belong to a group, to play and share, to be useful and accepted. They are children first and foremost and, while they have high ability, they are likely to be at the same level as their peer group in physical, emotional and social terms. Furthermore, highly able pupils also need to appreciate the qualities of children with less ability than their own and to learn how to work with them.
- To establish contact with their intellectual peers, not only for the stimulus this provides, but to avoid feeling 'odd' in learning situations.
- The opportunity for rapid progress; highly able pupils grasp the essence of a process or concept very quickly. They can make conceptual leaps and use their knowledge and a capacity for greater depth and breadth of understanding. They can develop sophisticated skills in building arguments, evaluating evidence, exploring alternatives, classifying and generalising.
- The opportunity to research and experiment for themselves; all pupils need to develop the ability to learn independently but the highly able may need to develop these skills at an earlier stage.
- The opportunity to experience both challenge and failure. More able pupils can become accustomed to easy successes, frequently avoiding situations where they might fail and consequently not developing work habits which require perseverance or make demands on their ability. Highly able pupils should be exposed to challenge in their learning and failure as a normal part of their intellectual development.
- Encouragement in all-round development; it is important that highly able pupils have the chance to discover the full range of their potential and to accept that they may have limitations in some fields alongside prowess in others.

We are conscious and vigilant in ensuring that our more able students have their mental wellbeing supported. We track all pupil wellbeing and pastoral concerns through the tracker and meet weekly to discuss any updates. Staff recognise that this is everyone's responsibility.