



Wetherby Kensington
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Learning Enrichment Policy

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Reviewer's Signature: *Emily Rubbert.* *Cemtarrant*

Head Teacher's Signature: *Helen Lienes*

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



Wetherby Kensington

Learning Enrichment Policy

This policy applies to all pupils in the school, including those in the Early Years (Reception).

Aims and rationale

At Wetherby Kensington, our aim is to identify and encourage boys who excel in one or more area of the curriculum. We believe that able and exceptionally able pupils need to be identified and educated in a manner that keeps them fully engaged and challenged in the learning process. Furthermore, their natural ability needs to be acknowledged and harnessed in order for them to engage fully in their learning.

Our main aims are:

- to identify able and/or exceptionally able pupils at the earliest possible stage of schooling and to monitor progress and development
- to enhance pupil's motivation by providing a variety of stimulating resources and thinking methods which are regularly updated and enhanced
- to facilitate independent learning, good thinking strategies, creativity, mental agility and problem-solving opportunities
- to enable the extension of concepts, skills and knowledge in a supportive environment
- to encourage and develop the capacity to discuss, to reason, to debate, to accept and go beyond their comfort zone
- to adapt lessons to ensure pupils are being stretched and challenges in their areas they excel

Definition

At Wetherby Kensington, we use the terms, 'able' and 'exceptionally able'. These terms are used to describe pupils who have the potential to develop significantly beyond what is expected for their age. They are working at an ability above and beyond their classmates in one or more areas of the curriculum.

We have a number of able pupils who are working above the national standard and above their classmates in one or several areas of the curriculum.

Previously, the terms gifted and talented were used.

- 'Gifted' refers to a pupil who has abilities in one or more academic subjects, such as English or maths.
- 'Talented' refers to a pupil who has skills in a practical area such as music, sport or art.

It is important to note, however, that all pupils in our care are stretched and challenged and that we seek to ensure that the curriculum we teach is enriched with a wide range of challenging learning opportunities.

Leadership

Regular meetings between the Headmistress, Deputy Head (Academic), Head of Learning Enrichment and classroom teachers will ensure the correct identification and outcomes for pupils who are able and exceptionally able. It is the responsibility of all those mentioned above to ensure that the curriculum is stretching and challenging these pupils appropriately.

Identification

Class teachers and other teachers who come into contact with pupils (together with the Head of Learning Enrichment) are responsible for the identification of able and exceptionally able children.

In order to help with the identification process, class teachers are provided with a list of general identification characteristics (based on the research of NACE: National Association of Able Children in Education). Due to the subjectivity of this, PIPS, standardised test scores (including reasoning) test scores are also used so that there is an objective baseline to work from. Once a pupil has been identified as able or exceptionally able, they are then added to the Learning Enrichment register. An ILP is then drawn up for them including targets they need to work towards. These targets are reviewed once a term. Furthermore, a pupil interview, lesson observation and parental questionnaire will also take place to assist the school in identifying the needs of the pupil.

At Wetherby Kensington, we recognise that able and exceptionally able children may exhibit the following general characteristics:

Personal traits

- Inquisitive, curious, alert and responsive to new ideas
- Quick/agile thinkers
- High self-motivation/initiative; can work well independently
- Socially adept
- Show leadership qualities
- Good/unusual sense of humour
- Sensitive/sensitivity and empathy with others
- Socially immature/isolated; prefer computers to people

Learning ability

- Learn new ideas and concepts quickly/easily/readily
- Good at reasoning/logical/analytical thinking
- Good at dealing with abstractions/abstract thinking
- See relationships between things; can generalise from specific facts
- Good at understanding things/meanings; show unusual insights
- Able to memorise quickly/easily
- Follow complex directions easily

- Keen powers of observation
- Advanced vocabulary/verbally fluent/good self-expression
- Learned to read early, often before school age; rapid readers
- Good attention: concentrate and persevere for long periods if interested

Learning styles

- Dislike repetition of concepts and closed tasks; get bored easily
- Informed/show interest in ideas and concepts beyond their years
- Creative/imaginative; original ideas in problem-solving; may be artistic/musical
- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps
- Many interests/hobbies; read across a wide range of subjects
- Prefer verbal expression; reluctant to record things in writing
- Resent imposed timetable restrictions if interested in a task
- Perfectionists; may lean towards being obsessive

(Source: NACE: National Association of Able Children in Education)

Each pupil is unique and any one pupil may or may not show all or none of the characteristics described. We appreciate that some children who may be able or exceptionally able do not conform to accepted standards of work and/or behaviour and may present motivational or behavioural problems.

Personal, Social and Emotional Development

Regular meetings between the Headmistress, Deputy Head (Pastoral), Head of Learning Enrichment and classroom teachers will ensure that the pupils' personal, social and emotional development is continually looked after.

Delivery

At Wetherby Kensington, we follow a broad and creative curriculum in all areas of learning. All able and exceptionally able pupils are provided with opportunities to extend their learning:

- from Reception to Year 3, children are extended using enrichment activities found in all the classrooms (for example: 'Think Tank' boxes, 'Outside the Box' questioning)
- the able pupil is enriched through differentiated questioning, higher-order thinking skill activities, open-ended tasks and other adapted resources and activities within the classroom as provided for in the weekly planning
- the able pupil is encouraged to attend certain after school clubs
- the able pupil is encouraged to enter out of school competitions in various disciplines
- the children are encouraged to join the choir and/or sporting teams within the school
- all exceptionally able pupils have an ILP which is filled out by the relevant teacher

- specific children will be moved up a year for certain lessons to cater to their specific needs
- collaboration with other schools, external organisations, governors and other individuals with appropriate expertise
- opportunities for students to engage with “real life” scenarios

* In addition to this, pupils who are identified as able or exceptionally able in Reception are encouraged to work on projects that interest them. Whenever possible, older pupils are also encouraged to engage in self-directed projects and activities linking with organisations in their local community.

Assessment and Tracking

The Head of Learning Enrichment is responsible for monitoring how this policy is implemented and ensuring that adequate and appropriate resources are provided.

- Extension and enrichment materials are provided in each classroom. The pupils are encouraged to use these independently thereby instilling an empowerment over their own learning, self-motivation and pride.
- These activities are constantly reviewed, updated and added to by the Head of Learning Enrichment (in consultation with staff)
- The activities consist of numerical, literacy, verbal/non-verbal and problem solving material in addition to questioning techniques that involve Higher Order Thinking tasks.
- ILPs are reviewed and updated (by teachers) each term

This policy will be reviewed annually