



Wetherby School
Little Wetherby and Reception
19 Pembridge Villas
London
W11 3EP

Wetherby School
Years 1, 2 and 3
11 Pembridge Square
London
W2 4ED

Learning Enrichment Policy

Policy reviewed by: Thomas Lewis and Anna Dingle

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Reviewer's Signature: 

Head Teacher's Signature: 

Circulation: This policy 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 School; 'parents' refers to parents, guardians and carers.



Wetherby School

Learning Enrichment Policy

This policy applies to all children in the school, including those in the EYFS.

Rationale

At Wetherby, our aim is to identify and encourage boys who excel in one area of, or across the curriculum as a whole. 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, and not curtailed by a curriculum that they may find too restrictive.

Definition

At Wetherby, we use the terms, 'able' and 'exceptionally able'. These terms are used to describe boys 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 boys who are working above the national standard and above their class mates 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 boys in our care are stretched and that we seek to ensure that the curriculum we teach is enriched with a wide range of challenging learning opportunities.

Aims

- to identify able and/or exceptionally able children 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

Identification

Class teachers and other teachers who come into contact with pupils (together with the Assistant Head Academic) 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 and Potential Plus UK). 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.

At Wetherby School, 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.

Delivery

All able and exceptionally able pupils are provided with opportunities to extend their learning:

- the able pupil is enriched through differentiated work within the classroom as provided for in the weekly planning
- from Reception to Year 3, children are extended using enrichment activities
- 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
- specific children can be moved up a year for certain lessons to cater to their specific needs

Monitoring and Assessment

The Assistant Head (Academic) is responsible for monitoring how this policy is implemented and ensuring that teachers are confident in adapting teaching and learning to pupils' needs.

This policy will be reviewed annually