



KING'S HOUSE SCHOOL
RICHMOND



Member of staff responsible: Head/ AG Coordinator

Date of policy review: April 2025

Date of next review: April 2027

Approved by SMT: April 2025



INTRODUCTION

King's House School welcomes pupils with a wide range of abilities. We are committed to providing a rich and challenging curriculum and range of learning experiences appropriate to the needs and abilities of all its pupils. We recognise that within the School there are pupils of high ability/talent and that they have special requirements which need to be addressed. This policy applies to all pupils at the School including those in the EYFS.

AIMS

At King's House School we aim to ensure that the needs of pupils are recognised and supported – emotional, social, spiritual, healthy and intellectual. We aim to support and provide educational experiences tailored to the needs of pupils identified as those described as more able and gifted, enabling them to work at high cognitive levels and to develop specific skills and talents.

DEFINITIONS

- **More Able:** pupils that have abilities in one or more subjects in the school curriculum. They will demonstrate many of the traits listed in the characteristics of More Able/Gifted Pupils (see appendix) and may work 2-3 years ahead of their peers.
- **Gifted:** pupils that have exceptional abilities in one or more subjects in the school curriculum. They will demonstrate most, if not all, of the traits listed in the characters of More Able/Gifted Pupils (see appendix) and are often working 3 or more years ahead of their peers.
- Neither More Able nor Gifted are viewed as fixed learning traits nor are they viewed as universal across subjects. Children may be added and removed from our register as is appropriate.

IDENTIFICATION

At King's House School we use a range of methods and sources of evidence to identify our more able and gifted pupils:

- **Teacher-led Diagnostic Assessment based on:**
 - Students work and performance in class
 - Checklist of characteristics of Gifted/More Able pupil – see appendix
- **Observations and recommendations**



- **To a lesser extent:** Test data: INCAS, School exams, PIRA, Progress in Maths. Other qualifications such as those awarded in music or selection for competitive sporting activities. These are utilised as additional information, however, they are not used exclusively to nominate a pupil.

Staff, in the normal course of assessment, monitor pupils showing:

- Consistent high achievement
- Rapid grasp of new concepts
- Recognised characteristics of ability (see appendix)

Parents will not be specifically informed that their child has been identified, but will be made aware of their child's ability and talents through usual parents' evenings and the report system.

ABLE AND GIFTED REGISTER

A register of those identified by the above methods is kept by the Able and Gifted (AG) Coordinator. The area of ability will be recorded and all staff will be informed. The map displays provisions, in specific areas, made for those children identified on the register. These children are then monitored throughout the year. The register is flexible, and teachers are encouraged to reflect and amend as necessary to reflect the fluid nature of giftedness. Regular opportunities to edit and amend the register are scheduled but staff are encouraged to edit as required.

PROVISION

More Able and Gifted pupils are provided for through setting, streaming, effective class curriculum planning and challenging extra-curricular activities. Class recommendations are provided for each pupil and these are embedded into the relevant subject teacher's planning.

Setting:

There is no formal setting before the start of Year 6 but all teachers are expected to differentiate the work they set to support the less able and stretch the More Able and Gifted.

Year 6 – pupils taught in 3 sets for Maths.

Year 6 – pupils taught in one top set and 2 parallel sets for English



Streaming:

In Year 7 and Year 8 there are three forms which are streamed. There is one higher stream and two parallel ones.

Within the two parallel streams there is setting for Maths in Year 7 and 8, and for Latin in Years 7 and 8.

The More Able and Gifted are taught to scholarship level in Year 8 and challenging extra lessons are provided. Some sit scholarship exams to their respective schools at the end of Year 8.

CLASS CURRICULUM PLANNING/DIFFERENTIATION

The School aims to provide a curriculum that meets the needs of all pupils. It aims to encourage the development of able pupils using the following strategies:

- Differentiation.
- Enrichment/extension challenges.
- Self-supported study.
- Challenge within subject areas.
- Working with others of like ability.
- Extra-curricular activities.

NB. Differentiation is provided in a variety of ways and will be included in schemes of work and lesson plans. Extension activities are always linked to the learning objective.

The following methods of differentiation may be employed:

- Support
- Resources
- Content
- Task
- Outcome

Enrichment

- A wide variety of after-school clubs, which enable specific interest and talents to be pursued and levels of attainment to be improved.
- Individual lessons.
- Elite music groups.
- Concerts, recitals, plays and productions.



- Art competitions.
- House competitions.
- Recognition in assemblies.
- Links in the community for pupils with sporting talent.
- Participation in national competitions.
- The provision of subject-specific resources to enable further independent study.

Monitoring

The AG Coordinator is responsible for the following:

- Maintaining the More Able and Gifted register.
- Monitoring the School's provision for pupils identified as being more able or gifted.
- Supporting staff in the identification of More Able and Gifted pupils and the provision for these pupils in lessons.
- Producing class recommendations to support staff in their differentiation for More Able and Gifted pupils.
- Ensuring ongoing monitoring of progress of these pupils.
- Gaining feedback from subject co-ordinators after lesson observations and work scrutiny sessions.



APPENDIX

Teacher Notes

All teachers should work to ensure that the needs of the More Able and Gifted students are met.

More Able Students may show their abilities to:

- Understand language choices
- Summarise succinctly
- Select evidence
- Reason and hypothesise
- Reflect on word
- Grasp ideas quickly
- Make connections
- Think logically and flexibly
- Pursue abstract hypotheses
- Use intonation and visual aids
- Build complex ideas in discussion
- Compare and evaluate alternatives
- Apply their understanding to a range of problems and to independent interests
- Demonstrate curiosity and interest in the subject beyond lesson time
- Possess a distinct drive and determination in the subject

Provision of Extension and Enrichment

Extension Tasks provided within lessons will encourage:

- Reflection
- Recognition of a range of possible answers
- Formulation of individual opinions
- Problem solving
- Recognition of connections between past and present learning
- Independent learning opportunities
- Modelling of their understanding to their peers in clear and concise language/models

Extension work is not additional work: the reward for good work is not more work. The key to effective differentiation lies in the quality of teacher questioning, which provides more challenging problems and tasks for those pupils who can work in greater depth and breadth.



Do	Don't
Think carefully about the purpose of the task.	Make extension just more practice of the same concepts.
Encourage students to suggest ways to extend their work.	Make extension extra to normal class work.
Try to keep it interesting and manageable.	Make extension tasks include excessive writing.
Make sure suitable resources are available.	Use extension as a way to occupy those who work quickly.
Include extension in short term planning.	Use AG students to coach less able students.
Allow AG students to complete independent projects across lessons	
Encourage AG students to verbalise and justify their thoughts processes	