

Juniper Hill School

More Able Policy



Kindness Enjoyment Achievement

Written November 2025

Rationale

Our school values all children equally and aims to ensure that each child should have the opportunity to thrive and achieve. One of our school aims is to support everyone in the Juniper Community to achieve their best.

We believe in providing an education that is adapted to individual needs and abilities including those identified as more able¹. To ensure our more able children reach their full potential, we implement strategies to cater for their educational, emotional and social needs.

Like all school's Juniper has a number of more able children, some of whom may be working or have the potential to work at a level that well exceeds the level of others in their class or of children in their age group. This may be in one area of learning or across a number of subjects.




Our definition of more able recognises academic and practical skills as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

We believe that we can make a difference in enabling our more able children to achieve the greatest possible progress and recognise the value and importance of identifying, developing and celebrating their achievements and successes.





At Juniper Hill School we believe in providing an exciting, ambitious, challenging curriculum for all of our children. As NACE (National Association for Able Children in Education) believes *"...many more children than are traditionally labelled as more able can benefit from opportunities which challenges and engage them, leading to raising achievement and greater expectations for themselves and their futures."*

Definitions

Children can be defined as more able in areas of:

-  general intellectual ability
-  specific aptitude in one or more subjects or leadership
-  creative and performing arts

At Juniper Hill School, More Able is defined as:

-  learners who have the potential or capacity for high attainment;
-  learners who demonstrate high levels of performance in an academic area;
-  learners who are more able relative to their peers in their own year group and class;
-  ability in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities.

¹ At Juniper Hill School, we use the term more able to describe our gifted and talented pupils

What does Exceptionally Able mean?

At Juniper Hill School, we use the following definition of Exceptionally Able:

- 🏠 children who, when compared with their peers in schools across the entire population are working significantly above their level.

Exceptionally Able children's need for challenge is beyond those of children already deemed to require opportunities for enrichment and extension within in the normal classroom, due to their high abstract reasoning ability and complexity of thinking.

Aims

We aim to have a consistent approach in supporting our More Able pupils by:

- 🏠 providing More Able children with an ambitious broad balanced curriculum appropriate to their needs;
- 🏠 recognising their entitlement to an appropriate education by means of curriculum adaptation, challenge and use of enrichment activities;
- 🏠 providing the opportunity to work at higher cognitive levels as appropriate;
- 🏠 providing tasks that challenge them intellectually and encourage self-motivation;
- 🏠 providing opportunities, where possible, to develop specific skills and talents within mainstream education and via external sources;
- 🏠 providing for the 'whole child' both intellectually and socially within the context of the school.

Identification

We endeavour to obtain as much information about individual pupils as possible. Pupils are identified by:

- 🏠 teacher nomination;
- 🏠 test results;
- 🏠 teacher assessments;
- 🏠 use of a checklist of more able pupils (examples from National Association for Able Children in Education NACE)
- 🏠 information provided by external agencies (e.g. sports organisations, music tutors, etc);

Provision

Opportunities for challenge and enrichment are built into all of our curriculum plans and teaching strategies. In the classroom, through assessment and monitoring, we establish what prior knowledge, understanding and skills the children have so that we can provide an inclusive, challenging ambition curriculum for all pupils.










Features of our approach include:

- 🏠 Varied and flexible groupings, through Kagan where children will take on roles within their teams;
- 🏠 Challenge through task or outcome;
- 🏠 Open ended tasks;
- 🏠 Providing more able children the opportunity for leadership in different forms;
- 🏠 Using a range of questioning styles.















As a whole, our curriculum, through its organisation and design, is ambitious with embedded opportunities to embrace challenge, have high expectations and encourage deeper thinking and learning.

Below are examples of how our provision is tailored for our More Able children:

EYFS

<p>Curriculum, teaching and learning</p>	<ul style="list-style-type: none">  Opportunities for challenge for more able included within planning for English and Maths  All adults in EYFS are aware of our more able children and therefore use targeted questioning both within the continuous provision and during lessons to extend learning  Adult-led activities are differentiated to allow appropriate challenge for more able  Phonic groups are organised to ensure children work at a level that is suited to their ability, including more able. Teachers will refer to specific material to extend learning where necessary  We recognise that some more able children do not currently have the fine motor ability to record their ideas. In these cases, adults will provide an alternative means; this can be recorded through use of ipad, computers or scribing
<p>Examples of enrichment activities</p>	<ul style="list-style-type: none">  The EYFS environment is reflective of the children's interests and needs  Continuous provision allows adults to observe and understand children's individual abilities and passions. In response to this, the environment is adapted and enhanced to allow for deep exploration
<p>Personal, social and emotional support</p>	<ul style="list-style-type: none">  PSED lessons focus on developing our understanding of how we are all unique and have different strengths. This is a cause for celebration and respect for one another within our setting  Need for additional emotional support is identified and provided either individually or in small groups as needed

Key Stage 1

Curriculum, teaching and learning	<ul style="list-style-type: none"> In English the WAGOLL is pitched at a level beyond the year group. (vocabulary, content, sentence structure...) Kagan structures consolidate and extend processes and retrieval of new learning In English and Maths, higher order question STEMS are used to extend thinking Reasoning questions are used to deepen learning in Maths Support staff are deployed to support and extend learning Effective use of classroom, library and digital resources and approaches
Examples of enrichment activities	<ul style="list-style-type: none"> Trips Themed days and assemblies Performances (Harvest and Christmas Nativity)
Personal, social and emotional support	<ul style="list-style-type: none"> Elsa Well-being afternoon Juniper Cabinet-class reps (from Year 2) Pupil Parliament Specific social skills modelled through Kagan Structures



Key Stage 2

The table below shows examples of some of the opportunities we currently provide. However, this list is not exhaustive.

Curriculum, teaching and learning	<ul style="list-style-type: none"> 📖 In English, WAGOLLS are pitched at a level beyond the year group. (vocabulary, content, sentence structure...) Children are encouraged to edit more independently, with less specific guidance. Our marking policy reflects this. Class teachers recommend books to more able readers. AR allows children opportunities to read beyond their current ZPD level. 📖 In Maths, children are regularly exposed to questions / challenges of a mastery level. All skills taught are consolidated through the use of reasoning questions. Within their Kagan teams, more able children are expected to coach and facilitate discussions to explain their thinking, share their knowledge and elicit information from others using mathematically specific vocabulary. 📖 In other subjects, more-able children are challenged through targeted questioning, conducting their own research and leading activities/ investigations.
Examples of enrichment activities	<ul style="list-style-type: none"> 📖 The school provides opportunities for more able athletes to represent the school at a hierarchy of levels (local – county – regional – national) 📖 The school takes advantage of opportunities for our more able children to attend external events 📖 The opportunity to perform in assemblies 📖 To perform regularly 📖 Production club Y4 – 6 📖 Choir events at the Royal Albert Hall and Wycombe Swan
Personal, social and emotional support	<ul style="list-style-type: none"> 📖 Year 6 led awareness week 📖 Children have opportunities to conceive and operate revenue generating activities for charitable and school fund-raising purposes 📖 Cabinet – children (democratically elected) are provided opportunities to exhibit their leadership skills 📖 More able children can be invited to be wellbeing ambassadors and Librarians

In other subjects

- 📖 varied and flexible pupil groupings – sometimes allowing able pupils to work together, at other times they will take on a particular role in mixed-ability groups;
- 📖 differentiation by task;
- 📖 differentiation by outcome;
- 📖 open-ended tasks that provide extension and challenge;
- 📖 giving able, gifted and talented children opportunities for leadership;
- 📖 encouraging all pupils to become 'independent learners' which includes: organising their own work; carry out unaided tasks that involve responsibility and accountability; make choices and decisions about their work; challenging themselves to extend their capabilities; becoming engaged in investigative



- learning; becoming more reflective and creative;
-  questioning about their work; being aware of differing learning styles; taking chances;
-  class teachers ensure that high targets are set for greater depth readers on Accelerated Reader.

Through Juniper Hill's foundation subjects, we promote deeper learning through cross curricular links, analysis of diverse perspectives and opportunities for independent research and creativity.

Underachieving more able learners

The school recognises that some children may be more able but who are not demonstrating their ability in class.

A definition of a more able learner is defined as:

-  a child whose prior attainment demonstrates consistently high levels of ability, but whose current performance fails to demonstrate this;
-  a child whose contributions, responses and learning behaviour suggest they are more able, although this is not reflected in their written work or assessment.

If the school identifies a child as an underachieving More Able learner they will investigate the barriers to the pupil's learning, including socio-economic factors, SEMH needs, language and communication etc.

Role of the More Able Subject Leader

The More Able Subject Leader ensures provision is in place and is effective for all children identified as More Able and Exceptionally Able.

Teachers are supported and kept up to date with the best methods for identification, and teaching strategies that challenge our more able children to achieve.

The More Able Subject Leader investigates best practise in More Able provision and uses this to inform CPD.

The school assessment data identifies all children at Greater Depth, the More Able Subject Leader works with the Assistant Headteachers and Class Teachers to ensure there are high expectations within the classroom for More Able children and the curriculum is ambitious, with challenging learning opportunities.

The More Able Subject Leader consults with the Leadership Team, Juniper Team and Governors, to regularly monitor and amended provision and policy. The More-Able subject lead conducts regular pupil voice to ascertain the views of our more able children.