

OUSEDALE SCHOOL

HIGHLY ABLE POLICY

1.0 Rationale

- 1.1 We are committed to providing an environment which encourages all students to maximise their potential, including those students who are Highly Able.
- 1.2 To enable that the Highly Able students to reach their full potential and flourish the school facilitates a broad, balanced and relevant curriculum that is appropriate to their needs, which challenges, motivates and rewards all abilities.
- 1.3 To enable that the Highly Able students achieve the grades they need to get into top universities whilst also providing opportunities to explore other aspirational pathways.

2.0 Aims

- 2.1 Recognise and provide for the needs of our Highly Able students, within a framework of equal opportunity for all students.
- 2.2 Develop strategies, within and out of the classroom, to enable these students to cope socially and emotionally with their high ability, and to develop their self-esteem and self-confidence.
- 2.3 To maintain a culture that raises aspirations for all students so that they feel encouraged to work hard and achieve. Create an environment in which all kinds of achievement are overtly valued and in which our Highly Able students can achieve excellence.
- 2.4 Provide additional support, guidance and training opportunities for our Highly Able students to work at higher cognitive levels and/or develop specific skills or talents, both within the curriculum and external sources.

3.0 Definitions

This Policy relates to our Highly Able students although there is no national definition of a Highly Able student.

- 3.1 A Highly Able student is one who is in the top 10% of the student population at the school or class group who has the capacity for or demonstrates high levels of performance in an academic area.

- 3.2 A Highly Able student is also one who is in the top 10% of the student population at the school or class group with a specific ability in a practical area:
- Physical talent sports
 - Visual/Performing abilities dance, drama
 - Mechanical Ingenuity construction
 - Outstanding Leadership organiser, outstanding team member
 - Social Awareness sensitivity, empathy
 - Creativity artistic, musical

4.0 Identification

- 4.1 Highly Able students are identified using a variety of processes and methods, including:
- Cognitive Ability Test (taken in Year 7 by all students) Performance in internal and external examinations.
 - Teacher referral based on evidenced:
 - subject tests, exams and coursework;
 - continuous assessment;
 - independent study;
 - contributions to class discussions;
 - Parental Referral supported by Teacher Referral.
 - National or Regional Standards.
 - National Body Awards.

5.0 Provision and Intervention

5.1 Extension:

Extension involves students following the standard curriculum but developing a deeper understanding through encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

Class teachers are responsible for offering extension opportunities to our Highly Able students and formally planning for these opportunities in the long, medium and short term.

At a departmental level, there are clear opportunities to stretch and challenge Highly Able students.

5.2 Enrichment:

Enrichment relates to breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum.

At Ousedale School we offer enrichment opportunities for Highly Able students, through the Aspire Programme. This is a series of after-school sessions which

offer a range of experiences beyond the curriculum, available to all identified students.

The Art, Music, Drama and PE departments offer enrichment opportunities for Highly Able students through specialist sessions run at intervals during curriculum time and through after-school activities and clubs.

Other Departments also run enrichment sessions focussing more specifically on related skills and subject matter and catering more broadly to the Highly Able and interested students in that curriculum area.

5.3 Acceleration:

Involves fast tracking students with a high ability in one or more subject area. The decision will be based on the ability of each student and whether there is an appropriate progression route, which does not necessarily involve sitting more qualifications at a higher level, following early entry.

5.4 Underachievement:

We would expect students to make progress and fulfil their potential. However, if for whatever reason this is not the case, a range of additional support will be provided for individuals at risk of underachievement.

6.0 The role of the Co-ordinator of the Highly Able Policy

- 6.1 Act as the 'champion' of Highly Able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and helping to ensure that they receive the right blend of challenge and support.
- 6.2 Implement the Highly Able Policy.
- 6.3 Hold and allocate the school budget for addressing these issues, deploying staff and other resources as necessary.
- 6.4 Highly Able students are accurately identified.
- 6.5 Support departments and staff and provide them with guidance in meeting the needs of students within lessons.
- 6.6 Design and implement effective systems for monitoring and evaluating Ousedale School's Highly Able provision.
- 6.7 Support departments in their provision of enrichment opportunities for Highly Able students.
- 6.8 Organise and manage the Aspire Programme and other potential enrichment opportunities.

Senior Leadership Team

Ensure Highly Able provision and targets are embedded in School Planning.

Ensure that the Co-ordinators and Heads of Department have sufficient resources to provide for the Highly Able.

Ensure that the curriculum structure provides appropriate pathways for the Highly Able.

SLT to work with the Co-ordinator PALs to ensure that provision is monitored through performance analysis, lesson observations and pupils work.

Working with Co-ordinators, ensure staff receive training and professional development activities to enable them to meet the needs of Highly Able students.

Relevant data to go to Learning & Curriculum committee.

Heads of Department

Ensure the Heads of Department must have a discrete element in their departmental plan in order to ensure that Highly Able students are identified and provided for. Some departments have a designated staff member with responsibility for Highly Able students. All departments have a list of Highly Able students in their area and students will be informed of this.

Pastoral and Academic Leader

Ensure that they are aware of the Highly Able of their Year and to monitor their progress across all subjects and activities through reports and exam results.

Support the Co-ordinator and SLT in monitoring work and work with the Co-ordinator on non-curriculum matters such as family circumstance that may affect the Highly Able students in their Year.

Ensure the effective transition from feeder primary schools.

Class Teacher

Be fully aware of the Highly Able, students as well as prior attainment of the students and ensure that appropriate and challenging targets are set.

Assist in identifying the Highly Able students who may not have been identified from national results.

Be aware of their departmental policy and strategies for teaching the Highly Able students and use the appropriate materials and methods identified therein.

Form Tutor

The Form Tutor must be aware of Highly Able students in their form and should work with PALs and parents to support the students where issues may arise that pertain to Highly Able students.

Role of Governors

It is the responsibility of the governors to monitor the effectiveness of this policy via:

- Reports from senior staff
- Monitor and challenge student achievement
- Their own visits to the school
- Senior Leadership Team

7.0 Monitoring and evaluation

- 7.1 Classroom provision for the Highly Able students is monitored as part of an on-going cycle of lesson observations, learning walks and lesson dips and book scrutiny.
- 7.2 Individual progress of Highly Able students is tracked through Progress Reviews, Reports and internal and external examination results.
- 7.3 The Learning & Curriculum Committee, on behalf of the Governing Body, will monitor and review the policy every two years.

Reviewed by Learning & Curriculum Committee – January 2019
To Full Governing Body – April 2019
Date of Next Review January 2021