

Educating the Highly Able Policy

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EDUCATING THE HIGHLY ABLE

1. AIMS

- 1.1. In order to provide a “World Class” education for all, highly able students must be identified accurately and provided with opportunities to help them meet their full potential.

2. CONTEXT

- 2.1. This policy is written with guidance from the Sutton Trust which, in its report “Educating the Highly Able” (2012), suggests “the confusing and catch-all construct ‘gifted and talented’ be abandoned” and suggests schools should focus on those students capable of the highest levels of attainment which it calls “highly able”. This language is increasingly embedded within publications from both the Department for Education and Ofsted.

3. IDENTIFYING HIGHLY ABLE STUDENTS

- 3.1. The most able students are likely to present themselves to be one of two groups:
 - High ability in one or more curriculum area as demonstrated through their attainment.
 - Students that have a high ability but whose attainment does not match their ability.
- 3.2. In some cases students will be identified as Highly Able early in their secondary school career. In other cases their skills may emerge later as they develop interests and expertise in new curriculum areas and as a result of new experiences.
- 3.3. Students will be identified on the Highly Able database as highly able if:
 - They are assessed to be working at Higher Standard in English or Maths at the end of KS2.
 - They are identified by staff as being particularly able in specific curriculum areas.
- 3.4. Students will be identified on the highly able register if:
 - They are assessed to be working at Higher Standard in both English and Maths at the end of KS2.
 - They are identified as Highly Able in three or more curriculum areas.
- 3.5. Where students have been identified as highly able or gifted and talented by their primary school, but have not achieved Higher Standard in English or Maths, they will be considered for inclusion on the highly able register based on teacher assessments during the first half term of their attendance at the Academy.
- 3.6. Both the Highly Able register and Highly Able database will be used to identify students who staff should differentiate for as a part of their curriculum planning and which students will gain most benefit from those extracurricular activities targeted at the most able students.

4. PROVISION FOR HIGHLY ABLE STUDENTS

- 4.1. Teachers will:
 - 4.1.1. Ensure they are familiar with the characteristics of highly able students.
 - 4.1.2. Identify students that are highly able within their curriculum area and log this as a part of the Academy's reporting procedure.
 - 4.1.3. Plan for the needs of Highly Able students as a part of their regular practice.
 - 4.1.4. Monitor the progress of Highly Able students and take action in line with the Academy's procedures should a concern be raised about progress.

- 4.2. Year Leaders will:
 - 4.2.1. Use information from the Academy reporting process to monitor the progress of Highly Able students and take action as appropriate.

- 4.3. Curriculum Leaders will:
 - 4.3.1. Ensure that there is differentiated provision in place within their curriculum areas to cater for stretch and challenge of Highly Able students.
 - 4.3.2. Ensure that staff working in their curriculum areas are aware of the characteristics Highly Able students and are able to apply them accurately.
 - 4.3.3. Identify Highly Able students who are underachieving and ensure the necessary interventions take place.

- 4.4. The Leadership Team will:
 - 4.4.1. Support Curriculum Leaders in their monitoring, evaluation, reviewing and developing of provision for Highly Able students.
 - 4.4.2. Support Year Leaders in their monitoring and support of Highly Able students.

- 4.5. The individual with responsibility for Highly Able provision will:
 - 4.5.1. Work with administrative staff to oversee and maintain the Highly Able database and register.
 - 4.5.2. Identify, provide and evaluate extra curricular opportunities for Highly Able students as appropriate.
 - 4.5.3. Work with staff across the Academy to support them in identifying, providing and evaluating curriculum based and extracurricular opportunities for Highly Able students as appropriate.

Document Version Control

Date	Version	Comment	Ratified by	Reviewer
18.09.2017	1	Formatted as Trust-wide Policy	Board of Trustees (18.10.17)	M. Lowney