



THE COTSWOLD SCHOOL – POLICY DOCUMENT

Policy:	CSP11 Highly Able Policy
Version Number:	4.0
Date:	April 2018
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Authorised by:	Governing Body
Updated by:	Mr P White and Mrs A Newby

Introduction and aims:

The Cotswold School is an outstandingly successful school which encourages and celebrates intellectual, artistic and physical achievements. We have high expectations for *all* of our students, but recognise that diversity of interests and abilities exist. We also recognise that, in wider culture, *intellectual* achievement in particular may not always be celebrated or expected. It is therefore important to develop further our provision of appropriate learning opportunities for our highly able students. We believe that there is no ceiling to learning and achievement. Our aim is that all students, including highly able students, make excellent progress, enjoy learning and develop their personal qualities.

To achieve these aims we will:

- share and celebrate our ethos with all members of the school community
- identify highly able students and regularly review the register of highly able students
- communicate with students and parents/carers about the subject of high ability
- ensure that learning activities are appropriately challenging for highly able students
- provide experiences outside of the classroom that cater for the needs and interests of our highly able students
- provide regular, high quality professional development for our staff, on the topic of: teaching and supporting highly able students
- track the progress of highly able students and make any necessary changes to teaching & learning methods, student support and the wider opportunities we provide
- evaluate regularly our policies and practice

Terminology and Definition:

At The Cotswold School we believe that excellent achievement is largely a product of opportunity, effort and persistence. Therefore we prefer to use the term 'highly able' rather than 'gifted', as 'gifted' is quite a passive term whereas a 'highly able' student may be so due to a variety of factors, including the passion or hard work which may have got them to this position. The organisation 'Potential Plus UK' highlights the social stigma attached to the word 'gifted' and believes that the word is "...limiting, exclusive and at times unnecessary." A report published by the Sutton Trust in July 2012 recommends that the "confusing and catch-all" term 'gifted and talented' be abandoned. It recommends that the focus should be on children capable of excellence in school subjects, with these students termed as 'highly able'. Therefore, taking into account recent, reputable research, The Cotswold School has chosen to use the term 'highly able'.

At The Cotswold School we define a 'highly able' child as one who shows particular ability or passion for learning in one or more subjects: this could be in the academic, sporting or creative/expressive curriculum, or a combination of these. We have also decided to use an umbrella term for all initiatives which aim to encourage highly able students: 'Nurturing intellectual curiosity and intrinsic motivation – Stretch and Challenge at The Cotswold School'.

Identification:

- Ability is often subject-specific and therefore our Register of Highly Able Students clearly identifies the subject(s) in which a student is highly able.
- Multiple criteria and sources of evidence are used to identify high ability, including the use of a broad range of quantitative and qualitative data, including: information from primary schools; attainment data such as KS2 SATS and GCSE results; teachers' assessment data (e.g. from tests and projects); teachers' ongoing observation of students; nominations from parents and students themselves.
- It is our aim that the register of Highly Able Students is fully representative of the school's population (e.g. by gender, ethnicity and socio-economic background).

Organisation:

All teachers take a collective responsibility to provide appropriate challenge and support for highly able students. Specific roles and responsibilities are outlined below.

The Coordinator of 'Highly Able' provision

The Co-ordinator of 'Highly Able' provision will:

- Provide advice and support to colleagues by keeping abreast of current knowledge in the field of provision for highly able students
- Oversee the Register of highly able students
- Oversee the selection / nominations of students for non-subject-specific Stretch and Challenge ventures.
- Analyse progress data of highly able students, including and especially students who are entitled to free school meals or those who also have a special educational need or disability
- Ensure that an appropriate intervention plan is in place if any significant slippage in progress of a highly able student is identified
- Review and update the 'Highly Able' Policy every two years
- Audit whole school provision for highly able students
- Identify and address staff training needs in the field of teaching/supporting highly able students
- Ensure that highly able students are involved in their own target setting and progress monitoring
- Ensure that highly able students' views on provision for their learning needs are sought and responded to
- Ensure that highly able students are presented with inspiring opportunities outside of the classroom, paying particular attention to highly able students who are from the poorest backgrounds (entitled to free school meals)
- Communicate with parents about the identification of and provision for highly able students

Subject teachers

Subject teachers will:

- Use baseline data, their own marking/assessment and their own observations/informal assessment to identify students who are highly able within their classes, and to pass on these names to their Subject Leader
- Consider the needs of each highly able student that they teach in their lesson planning, so that they provide appropriately challenging learning experiences in lessons and for homework
- Keep abreast of strategies for teaching highly able students (e.g. through following the guidance documents provided in school, and through engaging in staff training)
- Be responsible for encouraging students to work independently and use their initiative
- Value students' interests and preferred learning styles
- Support students in setting targets and encourage them to reflect on the process of their own learning and consider the factors which help them progress

Subject Leaders

Subject Leaders will:

- Review their subject-specific Register of Highly Able Students twice per year (June/July and November/December) and communicate any changes to the Co-ordinator of Highly Able provision
- Oversee the quality of subject-specific teaching of the students who have been identified as 'highly able' in their subject
- Monitor regularly the progress of highly able students in their subject, and ensure that any slippage in progress is acted upon
- Include strategies and opportunities for 'highly able' students within their departmental development plans and evaluate the effectiveness of these strategies and opportunities

Provision:

Examples of the provision for highly able students at The Cotswold School include:

- A broad curriculum offer
- Setting of groups by ability in selected subjects
- Fast-tracking in certain subject areas
- Appointment of well qualified, subject specialist teachers
- Setting challenging targets
- Learning activities, in lessons, which are appropriately stretching
- Extra-curricular projects and competitions (such as "opportunity homeworks" and the "mini EPQ")
- Extra-curricular trips and visits
- Tutorial time Stretch and Challenge programme for certain year groups
- Clubs and Societies (e.g. Oxbridge preparation group; potential Medics/Dentists/Vets group)
- Leadership opportunities
- "Cross-Year Leader of highly able students" has been appointed for day-to-day leadership & management of highly able provision; A member of SLT has responsibility for oversight of highly able provision.

This policy is written and administered with due regard to our duty and commitment as a school: to consider all aspects of equality and diversity.

_____ (23rd April 2018)
ratified by Governors and
signed as such by The Chair of Governors