



## THE COTSWOLD SCHOOL – POLICY DOCUMENT

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<b>Policy:</b>	<b>CSP11 Highly Able Policy</b>
<b>Version Number:</b>	<b>5.0</b>
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<b>Authorised by:</b>	<b>Governing Body</b>
<b>Updated by:</b>	<b>Mr B Edwards and Mrs A Newby</b>

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### 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* our students, but recognise that diversity of interests and abilities exist. It is therefore important to develop further our provision of appropriate learning opportunities for all 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

This is our third year as members of NACE, the National Association for Able Children in Education. In line with their core principles and our own School Development Plan, we believe that Stretch and Challenge is a whole school endeavour. Provision for HA pupils should and can benefit all, providing enrichment opportunities for pupils to encounter and overcome challenge, thereby raising their self-belief and future aspirations.

### 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. 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 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 – 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: KS2 transition information, attainment data, 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).
- In line with the NACE core principles, the register is not about 'labelling', but instead is a fluid document. Staff can update their nominations at any point throughout the year, but are prompted to do so during each data drop.

## **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 (Stretch & Challenge Coordinator) will:

- Have a direct link member of staff on SLT
- Provide advice and support to colleagues by keeping abreast of current knowledge in the field of provision for highly able students – ensuring that Stretch and Challenge strategies are embedded in Teaching and Learning
- Conduct regular Learning Walks and Book Reviews to observe the work of HA pupils
- 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 at all key stages
- Identify & 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
- Coordinate the HA Subject Specific Reps working party

### **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 in order to regularly update the HA register in the shared area
- 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:

- In consultation with their department, review the subject specific attributes list for website and register and update where necessary
- Nominate a subject-specific representative to be part of the HA working party
- 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

### **HOY:**

Heads of Year will:

- Liaise with the HA Coordinator in selecting pupils for Aspire sessions and events, ensuring pastoral needs are met, with a focus on targeting PP pupils, thus providing enrichment opportunities for those who may not otherwise access them and thereby working towards breaking down barriers to social mobility.

### **Tutors:**

Form tutors will:

- Encourage their tutees to participate in invitation Aspire events & liaise with the HOY & HA Coordinator in selecting pupils for Aspire sessions and events, ensuring pastoral needs are met, with a focus on targeting PP pupils, thus providing enrichment opportunities for those who may not otherwise access them and thereby working towards breaking down barriers to social mobility.

### **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
- The 'Aspire' Tutorial time Stretch and Challenge programme
- Clubs and Societies (e.g. Oxbridge preparation group; potential Medics/Dentists/Vets group)
- Leadership opportunities e.g through the Peer Coaching scheme
- The Stretch & Challenge Coordinator 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.

(06/07/2020)

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ratified by Governors and  
signed as such by The Chair of Governors

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.