



**School Policy**

## **Highly Able Policy**

**December 2015 Issue 1**

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## Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed:

Date:

Name:

Position:

## Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every four years.

## Document Control

There is one controlled paper copy of this document: it is in the Policies File in the Junior Building and. An electronic version is also available on our website in the policies area.

The master electronic copy is held the Policies Folder on the School file server Staff Share..

## Document History

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Issue	Description of Change	Author	Checked	Date
1	Initial	JB		May 15

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# **North and South Cowton Community Primary School**

## **A Policy for Highly Able Pupils**

### **Rationale**

At North and South Community Primary School we aim to provide all of our children with a curriculum that supports, develops and extends their abilities, skills and understanding. We aim to plan our teaching and learning so that every child is given the opportunity to achieve their full potential, including those children who display a marked aptitude or ability.

### **Aims**

The primary aim of this document is to support inclusion by ensuring a consistent approach to the identification, provision and support of the highly able.

To achieve this, we aim:

- To ensure that highly able pupils have access to an appropriate curriculum
- To allow pupils to work at higher cognitive levels
- To provide opportunities to realise and develop specific skills or talents
- To improve the motivation and achievement of highly able pupils
- To develop the whole child, social, intellectual and creative
- To have a whole school impact on the self-esteem and attainment of all pupils by fostering an achievement culture, where effort as well as ability is respected and rewarded in a wide variety of areas, not solely academic
- To advise and support teachers in subject planning
- To develop external links with specialist in-service providers
- To develop membership of the local able pupil network

### **Definitions**

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, with pupils often being referred to as 'gifted and talented'.

More recently the terms 'most able', 'more able' and 'highly able' have been used.

The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

The recent report 'Educating the Highly Able' produced by the Sutton Trust (July 2012) uses the term 'highly able'.

Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'.

At North and South Cowton Community Primary School we have agreed to use the term 'highly able' for those children previously termed 'gifted and talented'.

Pupils may be highly able in more than one area.

In this policy we therefore also recognise highly able pupils to be those who may demonstrate an outstanding ability in specific areas such as:

- Creative/productive thinking
- Leadership skills

- Social awareness
- The visual or performing arts
- Mechanical ingenuity
- Physical / sporting skills
- High intelligence (Adapted from Ogilvie, 1972)

### **Identification**

The identification of our highly able pupils is a rigorous and continuous process. It is recognised that identification can be difficult, and is an ongoing process, which should be aided by good record keeping and through INSET for teachers to sensitise them to detecting latent ability. A wide range of strategies are used to identify highly able pupils with the awareness that identification is not an end in itself - it is only valuable if it leads to better provision. The school highly able register is inclusive because our definition is not restricted to only the academically able, but recognises a wide range of human talents and abilities.

The staff at North Cowton will compile and review annually a register of highly able pupils based on the following criteria:

- Performing at least 6 points ahead of Average Point Score; if this is a constant trend or attainment is significantly above expected and annual progress is at least good.
- Have a particular skill to a level far in advance of their chronological age e.g. reading, playing a musical instrument (use age standardised scores)
- Constructs and handles higher levels or abstractions
- Observes keenly and hypothesises
- Demonstrates a desire and curiosity to go beyond the set work and develop the task
- Applies learning to problem solving skills logically
- Creates and invents beyond the parameters of their knowledge in the field
- Generates many ideas and multi-solutions to problems
- Is expressive and original
- Demonstrates an ability to understand abstract or complex concepts with ease

### **Curriculum**

Within the classroom it is recognised that achievement comes through a combination of factors: innate ability, opportunity and personal motivation. North and South Cowton Community Primary School will provide the opportunity for pupils to show their individuality and ability. Variety in provision will ensure that opportunities are maximised. The long term aim is to have programmes of work which have built into them at every stage enrichment and extension activities.

### **Role of the Inclusion Leader (SENco)**

- To monitor the implementation of the policy
- To gather names of identified pupils from all areas
- To consider the list of identified pupils on an annual basis
- To evaluate progress made, at least annually
- To communicate 'identified pupils' to subject coordinators
- To ensure the register is part of the 'inclusion' document

- To monitor provision and have specific responsibility for coordinating activities for the 'Highly Able' programme  
In order to fulfil these obligations the Inclusion Leader would require support from the Governing Body, Head teacher and other colleagues.

### **Role of the teacher**

The class teacher should endeavour to:

- Plan a differentiated curriculum which includes appropriate extension and enrichment
- Monitor interaction with identified pupils
- Use a variety of stimuli
- Use investigative and problem solving activities
- Reflect upon practice to ensure that a variety of teaching and learning styles are used
- Maintain and review a class register and inform the coordinator of any changes

### **Role of Head teacher and Governing Body**

The Head teacher and Governing Body should endeavour to:

- Check use, availability and purchase of appropriate resources/materials
- Scrutinise curriculum planning to identify appropriate provision including active role of learning support staff
- Examine provision of extra-curricular activities
- Ensure the 'Policy for the Highly Able' is implemented
- Identify an Inclusion Leader (usually the SENco) and link Governor
- Ensure discussion around provision for the 'Highly Able' is timetabled into curriculum meetings at least once a year