



HIGHLY ABLE POLICY AND PROCEDURES

This policy applies to all pupils, including those in the EYFS.

Aims and Rationale

At Leicester High School, we aim to educate and develop each student to their full potential by providing a happy, secure, rich learning environment where students are given every encouragement to develop intellectually, emotionally, socially and physically. We aim to create opportunities that challenge, support and encourage all students in an environment, which celebrates excellence through our whole School ethos of “Teaching to the top”.

Leadership and Responsibilities

The Highly Able Coordinator will:

- In liaison with the Headmaster, write and amend the whole School policy for the Highly Able pupils and update it as necessary.
- Take responsibility for the implementation of provision for the Highly Able and report directly to the Assistant Head for Teaching and Learning in this respect.
- Liaise with Heads of Year/Key Stage and Heads of Departments over the register of Highly Able pupils.
- Maintain and update the register of Highly Able pupils in School; working with information from staff to add and remove pupils where necessary.
- Ensure that all staff are kept updated and informed of any amendments such as any new initiatives, useful websites and any information relating to improving provision such as effective differentiation to help support staff in implementing their subject specific policies.
- Research the field, develop the policy and disseminate useful information amongst the staff with the objective of improving the provision, across all curriculum areas, for our most able pupils.
- Develop the provision for Highly Able pupils, working with LT, Heads of Department, Heads of Year/Key Stage and individual staff as appropriate.
- Liaise with parents and external agencies as appropriate.

The Leadership Team will:

- provide resources to ensure that Highly Able pupils receive a high quality education that meets their needs
- help develop appropriate, accessible systems for collecting, disseminating and recording information concerning Highly Able pupils

- monitor and evaluate the development of the policies within subject departments and ensure that pupils are regularly monitored
- provide opportunities for staff development, as required, in order to raise awareness of this initiative and develop skills in identifying, developing teaching and learning strategies and providing resources for Highly Able pupils
- liaise with and support the Highly Able Co-ordinator and provide opportunities for the development of the joint roles of the SENDCo and Highly Able Co-ordinator.

Subject/Classroom Teachers will:

- Ensure that lessons reflect the whole School Highly Able policy and departmental policy.
- Ensure that their mark books and planners show an awareness of who the Highly Able students in their classes are.
- Ensure that schemes of work contain class and homework tasks that are differentiated to meet the needs of all pupils including the Highly Able
- Provide pupils with opportunities to extend their skills by promoting open ended and investigative activities
- Recognise the importance of routinely setting highly challenging work, rather than setting more work of a similar level.
- Carry out regular assessments for learning and adapt their practice accordingly.

Definitions

What do we mean by ‘Highly Able’?

As a School we have chosen to replace the terms ‘More Able’ and ‘Gifted and Talented’ with the term ‘Highly Able’. At Leicester High we identify Highly Able pupils through a combination of analysis of data; consideration of a range of ‘typical’ characteristics and by taking into account the viewpoint of teachers, parents and pupils.

Data:

We define Highly Able students as those who have achieved a **score of 126** or above in any one section of the standardised testing carried out at the start of each academic year (MIDYIS, YELLIS, ALIS)

The Highly Able Coordinator will then ask staff to nominate any pupils not on the register, whom they consider ‘Highly Able’ in their subject area (using the methods outlined below in Characteristics and Identification sections). At regular intervals throughout the academic year, the Highly Able Coordinator will ask staff to review their nominations and will update the register accordingly.

Characteristics:

We use the following checklist of characteristics developed by MENSA and NACE to help develop the picture:

A student who is identified as Highly Able is likely to show some or all of the following characteristics:

- reads widely, fluently and independently
- reads with meaning, drawing on inference and deduction, can 'read between the lines'
- is sensitive to the nuance of language
- uses language precisely and with technical accuracy
- uses extended vocabulary
- writes or talks in imaginative, lucid and cogent ways showing flair and creativity
- can express ideas succinctly and elegantly
- can display a sophisticated sense and appreciation of humour; this humour can be 'quirky', understands irony etc.
- contributes with incisive, critical responses
- can analyse own work
- can produce written work that is substantial and the product of sustained, well directed effort
- elaborates on content that is exceptional for their age
- can engage seriously and creatively with moral and social issues
- Can justify opinions convincingly and can challenge others' points of view
- Is an articulate and confident speaker
- Has very good listening skills
- Shows enthusiasm and enjoyment in the subject, can be sensitive
- Has an unusual memory
- Has unusual hobbies or interests or an in-depth knowledge of certain subjects
- An awareness of world events
- May be a high achiever
- Loves to talk
- Musical
- Makes up additional rules for games

And can also:

- Have an intolerance of other children
- Set themselves impossibly high standards
- Prefer to spend time with adults or in solitary pursuits
- Ask questions all the time
- Like to be in control
- Be an extrovert/introvert

Identification

The School uses the following methods to identify Highly Able Pupils:

- Teacher observation and assessment

- Data and learner tracking processes
- Checklists of characteristics
- Subject-specific criteria
- Identification through classroom provision
- Nomination by staff, parents or peers
- Self-nomination
- Transition information

Some talented pupils will sit external examinations in subjects such as music and dance and results may give some idea of those who are Highly Able in these areas. Likewise, in Physical Education, the talented should stand out in terms of performance in competitions, matches and selection for County teams.

Within the Junior Department, we reflect the advice given by the former Young, Gifted and Talented Academy, that “Identification will also be more provisional and fluid throughout the primary years, since it will need to reflect the differing and uneven rates at which children develop at this stage.”

Registration

- Once students are identified, their names are placed on the Highly Able register. This register is used for teaching purposes only and should not be shared with students or parents.
- The Highly Able Coordinator has responsibility for maintaining and updating this register on a regular basis.
- Names may be added and removed from the register at any time.
- Subject staff have a responsibility to regularly check the register and update their records.

Curriculum, teaching and learning

At Leicester High School, we aim to:

- Identify and encourage the Highly Able through a broad and creative curriculum
- Develop a general School ethos which sets high expectations for all and encourages students to embrace challenge.
- Encourage Highly Able pupils to work at increased depth.
- Encourage independent learning in such pupils alongside their peers
- Provide appropriate enrichment tasks alongside their peers
- Encourage resilience amongst pupils through adopting a positive ‘can-do’ attitude and utilising specialist advice for handling stress, managing time, exam pressure etc.
- Provide excellent feedback from teachers to encourage academic progress
- Encourage independence in all aspects so that pupils have the tools to ‘think on their feet’
- Provide difficult work that causes learners to think deeply and engage in healthy struggle.

- Differentiate in the classroom, including differentiated questioning, higher-order thinking skills and open-ended tasks
- Offer activities involving research/study skills, problem-solving, decision-making, analysis, synthesis, creative thinking, speculation and evaluation
- Set students into ability groups where appropriate (e.g. in Maths and Science) or to allow Highly Able learners to work within smaller groups in a mixed ability setting.
- Ensure that all of our curriculum plans (long, medium and short term) take account of the more able and include activities to offer stretch and challenge and include assessment for learning (AfL) processes.

Tracking and assessment

At Leicester High School, we track and assess Highly Able learners in the following ways:

- Teacher assessment (AfL)
- Use of National standardised tests e.g. (MIDYIS/YELLIS/ALIS)
- Regular tracking of performance of individuals at ‘data capture’ points throughout the year.
- Work scrutiny
- Analysis of examination results including comparison with local and national outcomes
- Providing regular opportunities for target setting within subject areas
- By establishing clear systems for receiving information or passing it on at transfer and transition.

Enrichment

At Leicester High School, we recognise the value of enrichment activities in providing opportunities for learners to reveal and develop their abilities. As a result, we:

- Plan and monitor a wide range of enrichment activities, including clubs, societies, activity days, master classes, day and residential visits, visiting specialists, weekend activities, summer schools. T
- Offer many opportunities for problem-solving, decision-making, analysis, synthesis creative thinking, speculation, evaluation and research
- Offer opportunities for learners to engage with “real life” scenarios
- Use local resources such as libraries, art, drama or theatre groups to enhance our own resources.
- Create opportunities for students to participate in performances, sports activities, community and other projects
- Provide regular opportunities for students to participate in national schemes, competitions and festivals.

Personal, social and emotional support

As a School, we recognise the specific challenges that can be experienced by Highly Able learners, such as pressure to perform. We aim to support our Highly Able learners by:

- Ensuring the Leadership team and coordinator for the Highly Able work with Heads of KS, the School Nurse and parents to create an ethos of provision for emotional, social, intellectual development and self-esteem
- Using the School target setting system to help provide realistic routes for personalised learning
- Ensuring quality of pastoral support from class teacher, form tutor and Heads of KS
- Offering opportunities for mentoring, coaching and peer support, e.g. Big Sister scheme
- Offering students a voice through student voice feedback, one-to-one discussion, questionnaires and representation on School council.

Partnership with parents/carers

At Leicester High School, we recognise the importance of working in partnership with parents and carers to meet the needs of our Highly Able learners. We, therefore, aim to:

- Provide information to parents about how we identify Highly Able learners.
- Engage in dialogue with parents about students' abilities.
- Provide information about how parents and carers can support and extend the learning of all pupils e.g providing information on the School website, in subject booklets and at parents' evenings.
- Provide information to parents about ways in which they can help to encourage and extend their child's learning at home and during the holidays.
- Help parents to manage expectations of their children's abilities through clear reporting.

Professional development

At Leicester High we recognise the importance of ongoing professional development to ensure staff have the most up to date information about high-quality teaching and learning for Highly Able learners. We therefore:

- Subscribe to NACE (National Association for Challenge in Education)
- Encourage teacher attendance at relevant courses and training days
- Provide opportunities to share good practice internally, through the establishment of Faculties and in staff meetings and Heads of Department meetings.
- Ensure that the Coordinator for Highly Able learners and the Assistant Head for Teaching and Learning regularly research the area and provide information to the whole staff about new initiatives as appropriate.

Monitoring the quality of provision and outcomes

We recognise the importance of regular monitoring of our provision and, therefore, ensure that:

- Provision for the Highly Able and developing an ethos of ‘Teaching to the Top’ is a core aim in our School Development Plan and Departmental Development Plans.
- The Assistant Head for Teaching and Learning has responsibility for focused monitoring of the quality of teaching for Highly Able learners
- An annual review of end of year School examinations, GCSE and A Level results is carried out by Heads of Department to assess the effectiveness of the impact of this policy and to answer the question: Are our Highly Able students achieving in line with their abilities?
- The Coordinator for Highly Able Learners and the Assistant Head for Teaching and Learning hold responsibility for policy development, review and evaluation and will, in liaison with the Headmaster, write and amend the whole School policy for the Highly Able pupils and update it as necessary.

We will deem our Highly Able Policy successful if:

- Staff feel confident that Highly Able pupils’ needs are being catered for.
- Highly Able pupils feel confident that they are being supported and feel that they are participating in the process.
- Parents feel confident that their children’s particular strengths have been identified and provided for.

Sponsor update	AMc
School Committee review	
Leadership Team review	September 2023
Governor Committee review	Education September 2023
Next update	Annual September 2024