



Highly Able Policy

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Aims and Rationale

At Leicester High School, every girl is known, valued and inspired to be her best. 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 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”.

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

Definitions ‘Highly Able’

As a School we use the term ‘Highly Able’ instead of ‘More Able’ and ‘Gifted and Talented’. We identify Highly Able pupils through a combination of analysis of data; consideration of a range of ‘typical’ characteristics and by considering the viewpoint of teachers, parents and pupils.

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
- Transition information
- External examination information, e.g. LAMDA

We recognise that in the Junior Department identification will be more provisional due to developmental fluctuations.



Identification through 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)

Typical Characteristics of HA pupils are derived from MENSA and NACE to help develop the individual pupil picture.

Data must allow for transparent tracking of academic HA data and individual learning journeys of identified pupils.

Leadership and Responsibilities

The Highly Able Coordinator is responsible for oversight of identification of Highly Able (HA) pupils. Teachers are kept informed of this, teaching approaches and strategies are recommended and their impact evaluated. The HA Coordinator reports directly to the Deputy Head Academic.

Curriculum, teaching and learning

Teaching & Learning must reflect recognition of HA pupils through adaptive approaches, including an ongoing review of best-suited curriculum provision and assessment methods. Enrichment opportunities are of particular importance for the development of HA pupils. The Excellence Pathway outlines departmental opportunities, including Stretch & Challenge.