

# Able Student Programme

At Highcliffe School all staff are committed to ensuring that all students are supported to fulfil their potential. We recognise that students of all abilities, including more able students, are entitled to stretch and challenge.

Through the policy we aim to:

- Ensure we recognise and support the needs of the more able students
- Provide more able students with the chance to develop to their full potential
- Ensure that we challenge and extend the more able through the work which we set them
- Encourage more able students to develop independent thinking and learning skills, beyond the needs of the school curriculum
- To ensure more able students receive appropriate provision in the classroom.

## Identification

We identify our particularly able students as those who achieve, or have the potential to achieve, substantially higher than their peers. The term 'gifted' refers to the academic subjects such as Mathematics, English, Science, Modern Foreign Languages, Humanities whilst 'talented' refers to the creative subjects such as PE, Music, Drama, and ADT.

All staff members are responsible for identifying students' abilities. Identification is a continuous process; a student may move on and off the Able Student Register as we recognise students develop at different rates.

We use a range of strategies to identify gifted and talented students;

- KS2 data (115+)
- CATs from Year 7 testing (129 in one or more battery)
- Average GCSE Grade 7+
- Teacher recommendation
- Parental nomination
- Self-nomination
- Primary school referral
- External nomination e.g. sports coach

## Provision

Our able students are supported via classroom differentiation, whole-school provision and out-of-school provision. All teachers have high expectations. Lessons provide opportunities for students to carry out independent learning. Learning intentions and outcomes are differentiated to ensure that a range of abilities within a class are taken into account and extension opportunities provided to challenge more able students still further. Open-ended, higher order questions are used verbally and visually to challenge all students' thinking. Key questions are included in planning to help structure activities. We provide activities which encourage research, study skills, problem-solving, decision-making, analysis, synthesis, speculation and evaluation.

We offer opportunities to extend the learning and interests of more able students beyond the classroom. This may be through national competitions, visits, and activities either generic or subject specific.

- All successes are celebrated through the use of commendations, school website, H2U, bulletins, notice boards and screens around school.
- There is a strong support programme in place to assist potential Oxbridge candidates in their application process.

- Students Voice plays a key role in the students' development, through mentoring, questionnaires and lesson observations by students
- The 'Learning Journey' at Highcliffe of each student is crucial to their progress. This starts from before a student joins us in Year 7 and extends through to the end of Year 13.

## Monitoring

We keep an Able Student Register which is regularly updated. Monitoring procedures include;

- Regular monitoring of teacher planning and provision
- Staff discussions, lesson observations, learning walks, Performance Management targets and SPP meetings.
- Checking that our Assessment for Learning (AfL) processes support our able student cohorts.
- Monitoring a range of criteria which may affect progress i.e. attendance, motivation, alongside 'vulnerable' characteristics such as pupil premium, CLA, Carers, travellers, ethnicity, EAL, SEN and gender.
- Appointment of a nominated school governor to keep abreast of national initiatives and what is being delivered at Highcliffe School.
- Monitoring of progress and attainment of identified students.

## Responsibilities for this policy

The governors are responsible for all details of this policy.

The Head Teacher is responsible for ensuring the policy is upheld.

Highcliffe School has a designated lead teacher who is responsible for overseeing the implementation of gifted and talented provision, disseminating information, updating the policy and register.

Heads of Department are responsible for monitoring classroom provision and student progress within their specified areas.

Heads of Achievement work with the Lead teacher for gifted and talented to support students, where appropriate, in order to achieve their potential.