

## The Highly Able Policy

Requisite: Dorcan Requirement				Responsible Committee: Full Governing Body	
Vers.	Approval Date	Committee	Head	Chair	Next Review Date
A	03/12/2014	Curriculum			01/12/2016
B	25/01/2017	Full Governing Body			01/01/2019
C	16/06/2021	Full Governing Body			01/06/2024

### Rationale

The Dorcan Academy is a school where all can achieve well; we believe that ability is not fixed and that every student, whatever their current attainment level, has the ability to learn and achieve great things through working hard and doing their best. Our students are capable of excellence and are entitled to access the best knowledge and curriculum opportunities. The curriculum is designed to ensure students acquire ‘powerful knowledge’ and skills that prepare them fully for the world, work and for their wellbeing. All students should benefit from high-quality, inspiring teaching, which challenges all.

The Highly Able Policy supports our aim to extend our most able and talented students, recognising both current high attainment and high learning potential. The definitions are explained below. We will share the information we have about high attaining students to ensure that learners on the Highly Able Register take advantage of a rich and demanding provision of learning experiences both in and out of the classroom.

### Aims

- To create a shared understanding of the terms “Highly Able”, “Extremely Able” and “High Learning Potential”.
- To use the Highly Able register to accurately assess students’ learning and developmental needs and intervene swiftly and effectively as required.
- To build partnerships with parents by keeping them informed of opportunities for their child and sharing ways in which the parent can support their child outside of school.
- To recognize the needs of Highly Able students within a framework of equal opportunity and mixed ability teaching.
- To implement procedures and strategies that will address the needs of an identified cohort of Highly Able students.
- To ensure that Highly Able students are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- To help our students develop their personalities, skills and abilities intellectually, socially and to enable students to realise their potential.
- To provide teaching that makes learning challenging
- To ensure that Highly Able students make better than expected progress.

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### **The Highly Able Register**

The register enables teachers to meet the needs of learners more effectively. The Highly Able register is divided into three groups.

1. Highly Able - these students have a level 5 in English and Maths, Level 5a or b in English and a CAT score (Cognitive Ability Test) of 110+
2. Extremely Able – These students have a CAT score of 121+
3. High Learning Potential – These students are the top 10% in their year group who have been identified in a specific subject in the curriculum.

### **Potential for Growth**

The Dorcan Academy fosters a growth mindset in all learners and stakeholders. This means that we accept that ability is not fixed and can be grown by frequent challenge, practise and resilience. Highly Able students need a growth mind set and must be encouraged to take risks with their learning, embrace challenge and view mistakes as learning opportunities.

### **Roles and Responsibilities**

#### **Classroom teachers**

- Help the school to identify learners of High Learning Potential.
- Challenge more able students by:
  - Promoting independent learning skills
  - Providing challenging learning activities
  - Differentiating so that Highly Able students are challenged to apply and extend newly mastered knowledge and understanding
  - Fostering creative and critical thinking skills
  - Using higher order and Socratic questioning to encourage learners to articulate complex thoughts using flexible groupings to promote accelerated learning, ensuring that Highly Able learners have opportunities to learn together as well as develop the skills of learning with learners of all abilities
  - Providing opportunities to lead learning
  - Providing opportunities to learn beyond the syllabus, fostering curiosity and a love of learning beyond National Curriculum and exam requirements
  - Seeking opportunities to extend learning beyond the classroom

#### **Heads of Faculty/Subject Leaders**

- Heads of Faculty/Subject Leaders are responsible for ensuring that the curriculum and lesson content is challenging and inspiring for Highly Able learners in all classrooms in the department.

They will:

- Ensure that the provision within the faculty, including teaching, groupings, learning activities and curriculum promotes accelerated learning for Highly Able learners, intervening swiftly and effectively where necessary.
- Inform the Highly able co-ordinator of any activities/events specifically targeting Highly Able

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students.

- Carry out more able focussed learning walks, lesson observations and work scrutinies with the team, providing constructive feedback which empowers teachers to refine their practice.
- Assist in the identification of learners on the High Learning Potential Register, supporting teachers in the department with this process.
- In consultation with their line manager, identify Professional Development required to achieve the above.
- Evaluate the progress of Highly able learners made in all classrooms in the department, investigating where and why better-than-expected progress has not been made.
- Identify underachievement and ensure intervention is in place to secure accelerated progress.

### **Heads of House**

Heads of House are responsible for the well-being of the students in their year group, ensuring that all barriers to learning are removed and that more able students have the necessary encouragement to aspire to greatness.

They will:

- Inform the Highly Able Co-ordinator of any changes in the needs/circumstances of the Highly able learner.
- Liaise with home and outside agencies to remove barriers to learning and ensure intervention is in place to secure accelerated progress and attainment.

### **Highly able Co-ordinator**

The Highly able co-ordinator plays a pivotal role in meeting and exceeding the needs of more able students.

They will:

- Model excellent practice in the classroom
- Co-ordinate the work of the Heads of Faculty/Subject Leaders, Heads of House, SLT and Governors with regard to Highly able provision.
- Monitor the attainment and progress of Highly Able and Exceptionally Able students, identifying any barriers to learning and liaising appropriately with other staff to address them.
- Provide, and/or establish/ ensure, intervention for Highly Able students not making the expected rate of progress.
- Lead on the compilation of the Highly able register, in discussion with HOFs/Subject leads, Heads of House and SLT.
- Inform parents/carers that their child is on the Highly able register, providing information on supporting learners on the Academy's Highly able provision.
- Inform learners of their inclusion on the Highly able register, highlighting opportunities available.
- Encourage parents/carers to attend workshops and interviews, particularly parents/carers of learners on the High Learning Potential Register.
- Advise on the Highly able Enrichment Programme, actively seeking opportunities for Highly

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Able learners to access appropriate activities at Dorcan and beyond.

- Liaise with the staff lead for Careers, Education and Guidance to ensure learners have access to high quality, aspirational work experience placements.
- Keep an accurate record of Highly Able activity.
- Report to SLT termly and to Governors yearly (and more frequently if requested).
- Ensure more Highly Able events are included in the school calendar, advertised effectively, planned for appropriately and that deadlines are met.
- Lead on Highly Able Student voice and disseminate findings to Heads of Department and SLT.
- Act to improve the findings of student voice surveys.
- Identify a cohort of Year 7 Highly Able Students and ensure excellent provision.
- Carry out learning walks in order to monitor the effectiveness of teaching strategies to engage and extend the Highly Able.
- Ensure that the lead for STEM is acting on the points in the job description through effective Line management.

### Assistant Headteacher

The Assistant Headteacher with overall responsibility for the more able will:

- Have oversight of the Highly Able strategy.
- Liaise with the Highly Able Co-ordinator to monitor and quality assure the impact of provision for the Highly Able.
- Liaise with the CPD co-ordinator to ensure excellent more able CPD for teaching staff.
- Liaise with the Head teacher on all matters relating to the Highly Able.

### Governors

Governors encourage the school to reflect on, evaluate and refine practice by asking challenging, probing questions to ensure the needs of more able learners are met and exceeded.

The Full Governing Body will:

- Review more able provision via an annual report, acknowledging excellent practice and developments and encouraging The Dorcan Academy to constantly improve its practice.

### • Revision Notes

Rev A	original policy approved by Curriculum Governors on 03/12/2014 and ratified by FGB on 21/01/2015
Rev B	Policy approved by FB on 25/01/2017
Rev C	Policy reviewed in line with policy schedule and approved by FGB on 16/06/2021

## **The Highly Able Policy**

### **\*Appendix I**

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Attendance
- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

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### Appendix 2

#### Definitions – Check matches

**HIGHLY ABLE Register:** is a register of all learners who are high attainers or have the potential to be high attainers.

**Cognitive Assessment Tests (CATs):** are taken by Year 7 learners in September and provide finely-graded information about each learner on their verbal, non-verbal and quantitative abilities. The standard score is 100, with 141 being the maximum possible score.

**Extremely Able:** learners are of extremely high ability, normally within the top 5% of the population. Typically, this would be at most 2 learners per year group who have a mean CAT score of 121+. Students scoring 141 on CATs are in the top 1% nationally.

**Highly Able** learners are identified using a range of data, Key Stage 2 Level 5 in English and Maths or achieve a mean CATs score of 110+.

**High Learning Potential** learners whose CATs or Key Stage 2 scores might be lower but who are nominated by teachers due to their cognitive abilities or teachers' insight into their potential for high attainment if given the right support, encouragement and opportunities. This may include disadvantaged learners and those in receipt of the Pupil Premium.