



Carshalton High School for Girls

High Ability Policy

November 2018

Aims

Carshalton High School for Girls is a place of inspirational learning at the heart of the community where everyone is valued, respected and challenged; providing opportunities for all to learn, grow and develop together; succeeding today and in the future.

Carshalton High School for Girls recognises that part of its mission is to celebrate the comprehensive intake and abilities of the whole school community. Staff are committed to delivering the curriculum in an appropriate and effective style designed to achieve this aim and to foster an atmosphere within the school in which maximises the potential of all.

In keeping with the aims of the school, the Policy for High Ability students seeks:

- To recognise and support the entitlement of **all** students to a broad, balanced and relevant curriculum.
- To identify our High Ability students and to monitor and support their progress regularly.
- To ensure that our High Ability students experience successful learning, thus enabling the development of a positive self-image.
- To ensure that High Ability students have the opportunities and resources to develop all abilities – practical, intellectual, physical, spiritual, artistic, social – to the full, within a supportive environment.
- To ensure that High Ability students' abilities are matched by appropriate challenges.
- To ensure that High Ability students have challenging activities that are appropriate to their ability.

Statement of Intent

Carshalton High School for Girls will endeavour to ensure that High Ability students are identified and receive specific educational attention.

A High Ability student possesses or has demonstrated ability or potential in one or more of the following areas:

- Logic
- Languages
- Music
- Creativity
- Physical Ability
- Spatial Awareness
- Interpersonal Skills
- Practical Skills
- Knowledge and Understanding

1. Identification of High Ability Students

1.1 High Ability students are those students that have a high ability, as shown by their Key Stage 2 results from year 6.

1.2 High Ability students are generally considered to possess the following characteristics:

- Great intellectual curiosity;
- Ability to learn easily and readily;
- Initiative and originality in intellectual work;
- Ability to memorise quickly;

- Superior powers of reasoning.

2. High Ability students

Students with a score of over 110 in English and Maths are classified as 'High Ability'. These students may also be classified as 'High Attainers'. Students may also peak later on in their school life and therefore be added to the register of High ability students. The High Ability Coordinator for KS3 provides staff with a list of students who have gained these results in Key Stage 2 assessments.

3. Inclusion of High Ability Students

Each department organises their classes in different ways; some divide students into sets, whilst others teach students in broader bands of ability. Regardless of approach is, teachers recognise that every class will contain students with a range of abilities and needs. In response they employ 'differentiated' teaching methods, using a variety of strategies and material. It is the responsibility of each department to develop approaches to teaching and learning which support the needs of High Ability students through the following:

- Provision of a high standard that incorporates high order thinking skills
- Flexible and open-ended teaching styles
- Opportunities throughout the lesson to think creatively and divergently.
- Differentiated classwork and homework tasks.
- Differentiated success criteria for each unit studied
- Application of Mastery skills in KS3 linked to Bloom's Taxonomy and higher level thinking and a focus on the 'Big Ideas' linked to future examination assessment objectives.

Extra-curricular activities are open to gifted and talented students on the same terms as for all students in the school; some subject areas offer enrichment activities for High ability students. The High Ability Coordinator will facilitate this and ensure parents are well-informed on the registration process.

4. Teachers' Role

Monitoring High Ability Students:

Curriculum Leaders and staff are aware of the students identified as High Ability and staff have this recorded on Go4Schools and Mintclass. Class teachers provide differentiated material and a supportive and challenging environment, which respond to the needs of our High Ability students.

Teachers monitor and evaluate their curriculum and practice through departmental schemes of work to ensure that the needs of High Ability students are met.

Teachers evaluate students' outcomes through the formative assessment process. Assessment is seen as positive and motivating. Students receive a summative report once a year and at least three progress reviews throughout the year. In Key Stage 3 High Ability students' progress is monitored rigidly to ensure they are making at least 'expected progress'. At Key Stage 4 their progress towards their target grade is analysed accordingly.

The High Ability Coordinator monitors High Ability students from specific year groups following each Progress Review via Go4Schools.

Teachers' Responsibilities

Teachers encourage High Ability students to achieve their personal best and to become independent learners capable of taking responsibility for their own learning.

Teachers enhance their personal knowledge and skills with respect to the provision for High Ability students.

Subject leaders monitor the progress of their department's High Ability students and the provision offered in their subject area.

5. Students' Responsibilities

Students should respond to the encouragement given to them to achieve their personal best and to be responsible for their own learning.

Students should take advantage of and show commitment to the opportunities offered to them.

6. Partnership with Parents

The High Ability Coordinators, in liaison with the Year Leaders will contact parents to inform them that their daughter has been identified as High Ability.

The High Ability Coordinators communicate with parents at appropriate times.

Parents are encouraged to nominate any students for particular talents via email to the High Ability Coordinator. The High Ability Coordinator will evaluate the student's ability in coordination with the Curriculum Leader to verify a parental claim.

7. Monitoring and Evaluation of the Policy for High Ability Students

The High Ability Coordinator and staff representatives from subject areas carry out monitoring and evaluation of the Policy and practices relating to High Ability students on an annual basis.

The school operates an academic database that enables teachers to track the progress of all students throughout each Key Stage. The database specifically highlights High ability students with each subject area. Appropriate intervention strategies are employed by departments, where necessary, and pastoral teams are also informed so that tutors and Year Leaders can monitor progress.

8. Provision for High Ability students

Staff at CHSG are aware of the High Ability students and differentiate work appropriately within their curriculums. Alternative provision is made for these students outside of lessons in a programme of study designed and monitored by the Senior Leadership Team. (Please see Appendix 1).

The programme of study encourages the development of key study skills throughout the key stages, including preparations for the next year. There is a strong emphasis on research and revision skills leading up to GCSE and A Level. Enrichment activities are provided for KS3 students to broaden and develop deeper thinking beyond the curriculum. Each element to the programme is linked strategically and tailored to the school calendar and events within the school, such as examinations and summative assessments.

The provision that students receive is monitored and analysed for effectiveness by the High Ability Coordinators, SLT and through student and parental feedback.

9. Scholarships

At Carshalton High School for Girls, we offer a Scholarship programme. Each year we grant admissions priority to up to 24 girls, on the basis of aptitude for Music or Sport. As part of this process, students undertake a moderated assessment. Students who are accepted as part of these Scholarships will automatically be placed on the High Ability register.

	Year 7	Year 8	Year 9	Year 10	Year 11	
	<i>"Flying start"</i>	<i>"Broadening horizons"</i>	<i>"Thinking outside of the box"</i>	<i>"Study superheroes"</i>	<i>"The final sprint"</i>	
Term 1	Presentation skills- Debate, public speaking and employability.	Master Class: criminology. Community involvement	Thinking outside of the box	Study skills- How do you best study?	Study skills- revision techniques	
	Emotional Literacy Criminology master class	The power of debate Live debating Emotional literacy	Demands of GCSEs Study skills- Advanced reading and taking notes	Work experience research and planning A Levels – what are they really like? Career planning – which A Levels should I study?	Revision timetables Dealing with stress and pressure 7/8/9 advice booklet collated from staff and distributed to students.	
	Term 2	Problem solving skills	Japanese language and culture	Study skills- Research skills	Lateral thinking task	Time management
Term 2	Study skills-Revision skills Further education Community involvement Japanese language and culture	Success in further education Revision, presentation and employability skills Problem solving	Study skills- Exam practical tips and command words	Research skills and wider reading around the topics they are currently studying. Accessing the top grades in GCSE English and Maths	PPE feedback and reflection Revision timetables and action plans- target setting Final preparation for exams- checklists and PLCs	
	Term 3	Spirited Poetry Competition: the puzzles, mysteries and imponderables of life	Spirited Poetry Competition: the puzzles, mysteries and imponderables of life	Advanced Walking Talking Mock in English and Maths	Y10 PPE revision timetables	NA
		Philosophical look at why we are here and how to understand things we cannot explain. Celebration	Philosophical look at why we are here and how to understand things we cannot explain. Celebration	Exam feedback and reflection Celebration	Moving to Year 11 - Target setting and action plans PPE feedback and reflection Celebration	NA
Inspirational Trips				Study skills with Kingston University		