



Ashford School and Ashford Friars Preparatory School Ashford School Highly Able Policy

Introduction

Ashford School is committed to meeting the specific individual educational needs of all its students, including the Highly Able. We aim to foster in the pupils a sense of responsibility for their own learning, to encourage them to have the confidence to follow their interests inside and outside of the classroom and to ensure that they are being sufficiently challenged in their lessons. The program in the Secondary School is the responsibility of **Nick James** and the Prep School's program is managed by **Mary Morley**.

Identification

Senior School

The identification of Highly Able pupils is a key stage in any program. In the Senior School, when selecting academically able pupils, we have moved from a teacher-led selection process to a process which is now based almost entirely on the standardised data which we collect about all pupils. The school administers the Midyis (Year 7), Yellis (Year 10) and Alis (Year 12) tests from CEM at the start of every school year. This provides standardised data (normalised against all pupils in all schools who take the test) about each pupil in three different areas:

- Vocabulary
- Non Verbal/Patterns
- Mathematics

From these data an overall score is also calculated. We aim to identify around 10% of each school year as Highly Able.

Ashford School has a high proportion of pupils with English as an Additional Language, and these pupils would be at a disadvantage if we were to use the overall score (which would be lowered by their vocabulary score) as the sole metric for selection. We therefore offer two possible routes to being identified as Highly Able:

- 1) The pupil has a overall score which would place them in the top 5% of the year group, *or*
- 2) The pupil performs exceptionally well in one or more of the categories identified above

In addition to this academic selection, individual departments which deal with practical skills (Art, Music, PE, and Design) keep their own registers of Highly Able students.

Prep School

For details of the procedures and practices to support the learning of all children including the highly able children and those with identified gifts and talents, please see the 'LEAP' programme and the Learning Support/SEN Policies.

Monitoring

The result of this selection is a register listing the pupils who have been selected as academically Highly Able. This is distributed to all departments and is freely available to all staff through the school's intranet.

The pupils are then individually interviewed by the Highly Able coordinator and the resulting information about the pupils' interests, strengths and hobbies are collated into individual pupil profiles. Staff are asked to pass any information or concerns about the pupils on the register to the Highly Able co-ordinator; this is also appended to the pupils' profiles. This allows us to identify any causes for concern, as well as any opportunities to praise.

Provision

The bulk of the provision for the Highly Able students takes place within classrooms. Departments include reference to, and differentiated material for, Highly Able students in all their schemes of work. In addition to this, teachers are offered the chance to encourage the pupils to complete individual and group projects on topics which particularly interest them, and present these reports to the class. This is supported by the Highly Able co-ordinator. Highly Able students in mathematics are also given fortnightly extension lessons, where they are introduced to material and techniques which are not covered in the standard curriculum.

In addition to these classroom based differentiated activities, all pupils are given access to a wide variety of extra curricular activities, some of which are particularly suited to the development of the Highly Able.