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Higher Ability

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Policy Statement

It is the intent of Banstead Prep School to always bring out the best in everyone. This is an integral part of the school's commitment to providing an environment in which all pupils are encouraged to strive for excellence and to realise their potential. This provision – both curricular and extra-curricular - aims to ensure that we recognise and support the individual needs of all our pupils. We aim to include Higher Ability pupils by providing equality of challenge across a range of areas.

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. THIs policy should be read in conjunction with the following policy documents: Curriculum; Teaching and Learning; Assessment, Recording and Reporting; and SEND.

Aims and Objectives

We aim to provide a curriculum that is appropriate to the needs and abilities of all our pupils. Our teaching and learning is planned in such a way that we enable each pupil to reach their highest level of personal achievement. This policy helps to ensure that we

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recognise and support those pupils who have been identified as 'Gifted, Talented and/or More Able', under the term 'Higher Ability'

The term refers to a pupil who has achievement at an exceptionally high level in one or more specific areas. They often have very well developed academic and learning skills. The term 'Gifted/Talented' includes pupils who excel in one or more specific fields, such as sport or music or writing, but who does not necessarily perform at a high level across other areas of learning. More Able refers to those pupils that excel across more than one specific field academically. Higher Ability is the umbrella term used for this group of pupils.

Through this policy we aim to ensure that we recognise and support the needs of all higher ability pupils by enabling all pupils to develop their full potential by offering them the opportunities to develop their own learning. We will challenge and extend the pupils through the work that we set them and encourage all pupils to think and work independently.

A range of strategies will be used to identify 'Higher Ability' pupils. The identification process is on-going, through formal assessment and by classroom observation. The names of pupils who have been identified are recorded with relevant data highlighted and all staff are therefore informed of any pupils they may be teaching. Any member of staff may indicate to the Deputy Head any particular pupil who may fit into this category using the criteria set out in this policy.

The Deputy Head will discuss each pupil with the Senior Leadership Team and Heads of Departments who will make the decision as to whether this pupil should be included. Staff are encouraged to report regularly examples of exceptional achievement in any field by pupils to the Deputy Head. Teachers are also made aware of potential problems or difficulties experienced by 'these pupils and are encouraged to deal with these sensitively and positively.

As far as possible, pupils identified are supported and challenged within the classroom environment. Where deemed necessary, select pupils will be extended through the formation of specific groups and through extra-curricular opportunities as appropriate.

The Deputy Head is responsible for maintaining the register of all children identified as Higher Ability

Criteria:
Identifying three or more of the criteria listed below should indicate to a teacher that the pupil being considered may be higher ability. The pupil's name should then be passed to the Head or SLT together with all the supporting evidence.

- Demonstrate an exceptional aptitude in one or more subjects
- Demonstrate a high level of originality in thinking
- Demonstrate a sophisticated use of language

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- Show an advanced level of responses to a range of sources of information
- Able to see more than one solution to a given problem
- Able to use research effectively to synthesise information
- Intuitively jump steps when problem solving
- Show exceptional performance across the whole range of school examinations and CATS standardised tests
- Discussion with parents and carers enable us to add further details
- Sometimes be seen by peers to be natural leaders
- Sometimes be seen by peers to be sources of information or guidance

Further information in identification of higher ability pupils is available from the Deputy Head.

Appropriate opportunities will be sought to challenge and extend the learning for these pupils, which may include additional 'enrichment' sessions with the Deputy Head, Heads of Department, SENCO or Learning Support Team.

Procedures
Teaching and learning is planned so that every pupil can aspire to the highest level of personal achievement. We aim to ensure that we challenge and extend our pupils through the work that we set them, offering them opportunity to think and work independently. The following procedures are designed to help ensure that we recognise and support the needs of those pupils in our school who can be identified as 'higher ability'. Provision will made for these pupils within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

As pupils progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them. Teachers make regular assessments, formal and informal, of each pupil's progress in all subjects of the National Curriculum. English and maths - each teacher regularly reviews the pupils' progress and this is recorded on the Pupil Progress records and school tracking system. Teachers discuss the pupils' progress with parents at consultation evenings.

Teaching and Learning Provision
Our teachers plan carefully to meet the learning needs of all our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupil learning, such as by providing:
• a common activity that allows pupils to respond at their own level
• an enrichment activity that broadens a pupil's learning in a particular skill or knowledge area
• an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
• the opportunity for pupils to progress through their work at their own rate of learning
- in Years 4-6 we teach the pupils in ability groups for maths. Teachers regularly review the progress of pupils, and pupils move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group.

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- We offer a range of extra-curricular activities for our pupils. These activities offer higher ability pupils the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art and musical clubs; this includes offering advice and recommendations regarding clubs/groups outside of school.
- Other enrichment opportunities occur within the normal curriculum; including having access to activities to promote thinking skills, problem solving groups and attending workshops at senior schools.

This document is available to all interested parties on the school's website and on request from the School Office. It is reviewed annually by the Senior Leadership Team or as events or legislation change requires. The next scheduled date for review is September 2027.

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