

EXCEPTIONALLY ABLE POLICY

Philosophy

The aim of Prior's Field is to provide an excellent, all round secondary education, bringing out the best in each girl, according to her abilities and talents.

In order to fulfil this stated aim, the school benefits from an inclusive whole school policy that embraces its exceptionally able pupils. Prior's Field is committed to catering appropriately for each individual pupil and it is the responsibility of every member of staff to present the curriculum in a variety of ways that will make accessible to all. It is expected that work in lessons will be differentiated, giving all pupils enriched provision as they demonstrate their needs.

Prior's Field accepts that there are pupils who are gifted academically and others who are talented in particular fields. The school accepts that provision needs to be made for enriching and extending those pupils in all areas.

The objectives of this policy are as follows:

- To ensure that pupils are identified.
- To ensure that strategies to challenge the Exceptionally Able in a range of ways are developed, across the school.
- To ensure high expectations for learning and achievement and that learning and teaching is matched to pupils' individual needs.
- To create a climate of challenge in which pupils can think for themselves.
- To enable the Exceptionally Able to recognise their abilities and to develop the self-confidence to achieve at a high level.
- To ensure that the school is sensitive to and monitors the life-balances, social and emotional needs of Exceptionally Able students, including their contributions to the wider life of the school.
- To help Exceptionally Able girls maximise their potential, enabling them to lead fulfilled lives and to make a significant contribution to society.

Methodology

Definition: The Exceptionally Able pupils are those who achieve, or have the ability to achieve, at a level significantly in advance of the average for the year group in the school.

- Exceptionally Able young people demonstrate outstanding ability in one or more fields; academic subjects of the school curriculum, art, music, PE or any

sport or creative art, or demonstrate personal qualities such as leadership at an exceptional level.

- Exceptionally Able Underachievers have the potential to achieve but do not regularly demonstrate high achievement.

It is therefore necessary to identify Exceptionally Able pupils in a variety of ways, drawing on a wide range of evidence and sources of information.

A wide range of evidence and sources of evidence should be drawn upon in order to ensure the identification of Exceptionally Able pupils. Appendix 1 shows examples of possible sources of evidence to recommend a student for consideration as being Exceptionally Able.

The decision to identify a student as Exceptionally Able rests with the subject teachers in consultation with the Head of Department for a curriculum subject.

The Assistant Head (pastoral) and Director of Teaching and Learning, should consider the profile of an Exceptionally Able student across fields to ensure the appropriate provision is made. Once identified, the Exceptionally Able pupils will be added to a register available to all staff so that appropriate steps can be taken to accommodate her needs. The register will be reviewed at regular intervals, and at least annually.

In some subjects, pupils are grouped according to ability, but even where this is not the case, suitable opportunities will be found to enrich and extend able students.

Suggested strategies for appropriate provision in school and beyond

Within the Curriculum

- All departments should regularly review their subject specific definition of an exceptionally able pupil.
- Schemes of work to provide for the most able by enrichment and/or extension activities
- Different forms of differentiation, such as: task, dialogue, support, outcome, resource, content, style of questioning.
- Differentiated prep.
- Assessment strategies that encourage peer and self-assessment, self-review and self-criticism, all of which help pupils to take charge of their own learning.
- Teaching methods that encourage and develop higher order thinking skills.
- Use of time in lessons, so that lessons are delivered with a brisk intellectual and interactive pace.

By providing opportunities within school

- Clubs
- Competitions
- Wide extra-curricular programme
- Visits from poets, writers, actors, dancers, musicians etc.
- Use of most able pupils themselves to help deliver the curriculum
- Celebration of all areas of the curriculum on a regular basis
- School newspaper/subject magazines
- Enrichment sessions during the day
- Mentoring by similarly-talented adults or older pupils

By providing information on external opportunities

- Cluster activities
- Master classes
- Local community joint action
- Outside organisations

Monitoring

In line with school procedures, the monitoring of Exceptionally Able students will involve the regular and systematic monitoring of their involvement in learning activities.

- Tracking and monitoring within the curriculum will be done by subject teachers and the HoD.
- Monitoring beyond the curriculum will take place through Form Tutor and Head of Year.
- At meetings to review examination results and school data, provision for and progress of Exceptionally Able girls will be tracked and monitored by key staff, led by the Assistant Head (pastoral), Director of Teaching and Learning and the Head of Learning Support.

Through this process, evaluations of pupils' potential against actual attainment will enable predictions of future progress to be made, next steps in learning to be identified, support targeted and underachievement tackled.

Evaluation

This effectiveness of this policy will be evaluated by the Assistant Heads and the Head of Learning Support.

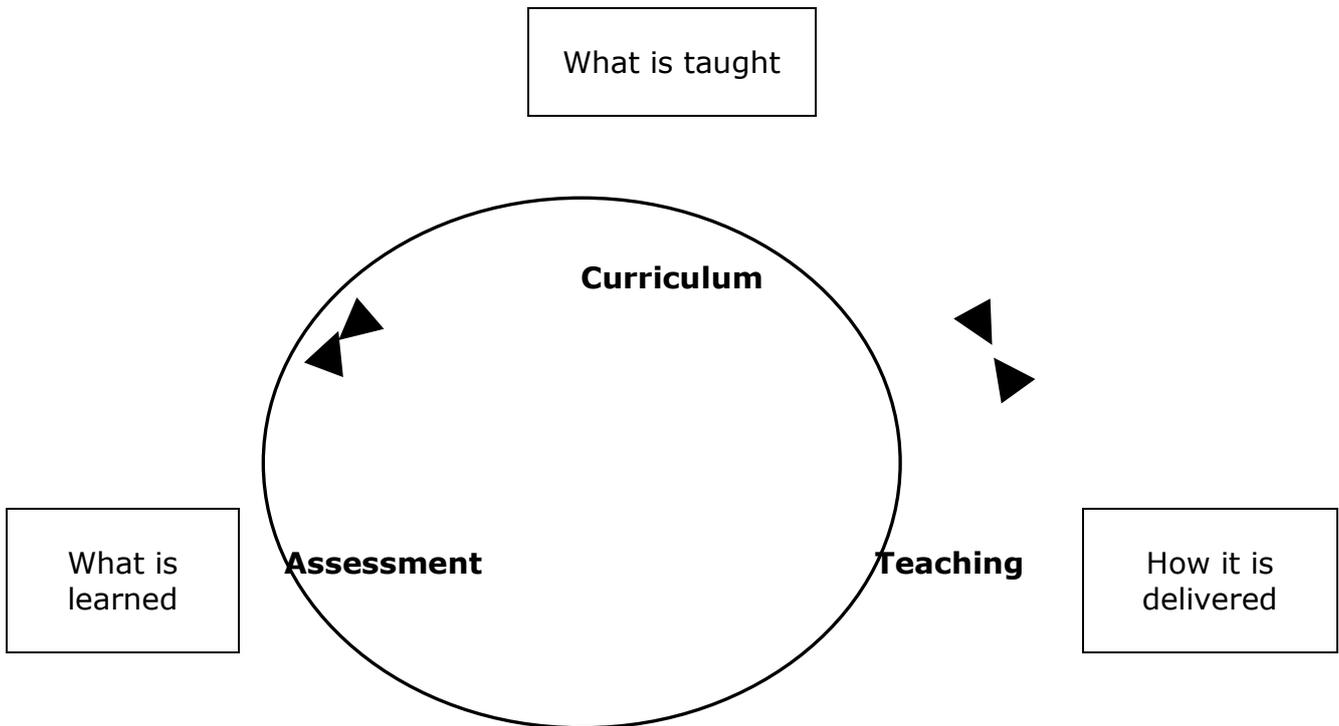
Date of next review: September 2018

Appendix 1. Possible Sources of Evidence to recommend a student for consideration as being Exceptionally Able.

Source	Evidence to recommend a student for consideration as being Exceptionally Able	Points to remember
Teachers	Observation of pupils, including formative and summative assessments.	<ul style="list-style-type: none"> • Record outcomes of observations. • May miss underachievers, students with motivational or emotional problems. • Must be inclusive in terms of racial, cultural and socio-economic background, gender, disability and geographic isolation. • Requires supplementation with other data.
	Make judgements about pupils' performance in relation to that of the cohort. This may be beyond the class room for example Debating.	Subject criteria for identification should be referred to.
	Use of MidYis, Yellis and ALIS data.	<ul style="list-style-type: none"> • Can be used for screening. • May not identify those with reading difficulties, emotional or motivational problems. • There may be built in gender or cultural biases in test format and consent.

Appendix 2.

The Needs of an Exceptionally Able Learner



What is taught?

Teachers' planning of the curriculum that meets the needs of the Exceptionally Able.

How it is delivered

Teachers' classroom management strategies develop pupils' understanding of how they learn. Pupils are enabled to take responsibility for aspects of their learning, as independent and interdependent learners. Time is used effectively, with a brisk intellectual and interactive pace. The nature and timing of homework should be appropriate for the Exceptionally Able.

Pupils' learning engages them in thinking to advance learning, developing meaning and understanding. Their learning develops the 'all round' person, who possesses autonomy, the ability to make judgements and take personal responsibility. Exceptionally Able learners have the capacity to be independent learners with the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify their strengths.

Teaching methods used that enable differentiation. This should enable pupils personal and social development as well as developing higher order thinking.

The use of time that facilitates pupils working at levels normally beyond their chronological age.

What is learned?

Assessment strategies that are in line with the school Assessment Marking and Record Keeping Policy but, in particular encourages peer and self-assessment, review and self-criticism to determine the pupil's own learning needs or clarify their understanding. In this way they will become equipped to take charge of their learning.