

HIGHLY ABLE

1. Policy Statement

In line with our Aims and Ethos statement, BCS is committed to focusing on and responding to the individual needs of every child in our care, including those with particular gifts and talents. This supports our vision to seek the best in everyone. The way in which BCS identifies gifted and talented pupils is set out in the procedures below and provision is reviewed from year to year and informed by UCST guidance.

BCS is fully committed to ensuring that the application of this Highly Able Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is applicable to all pupils in both senior and prep schools, including those in boarding and EYFS and BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Curriculum, Teaching and Learning, LDD.

This document is reviewed annually by the Coordinators of Advanced Performance (COAP) or as events or legislation change requires. The next scheduled date for review is November 2012.

2. Key Personnel

Highly Able provision in the Senior school is led by the COAP Mary Anne Revill and the COAP Angela Curran Smith in the Prep School.

3. Procedures

BCS defines as academically gifted those pupils who are in the top 5 – 10% in school according to the results of their online assessment data (see Assessment, Recording and Reporting Policy). Talented pupils in areas such as music, art or sport, are identified by the relevant subject specialist. In line with UCST guidance, CAT scores of 128+ help us to identify highly able pupils.

The school is alert to the fact that such gifts and talents may emerge at any point during a pupils' time at the school, so pupils may be included in the Highly able register at any stage in their development. The pupil's tutor / form teacher is a key partner in the process and takes an interest

in monitoring the activities and including appropriate target setting. Highly able pupils receive additional support from a school mentor in their area of talent.

We recognise that highly able children have a very particular set of needs - not just for "more" work because they are able to work quickly, but for a different and richer range of work which draws on and develops their ability to handle abstract ideas and to organise material effectively. The school expects all teaching staff to plan their lessons with sufficient provision for appropriate differentiated teaching and learning.

For example:

- greater use of creative independent projects, where staff act as facilitators and partners
- greater use of internet-based materials and the development of the VLE to provide the required challenge
- exploration of the resource of the UCST group for a competitive and cooperative element
- seeking out the potential for individual mentoring, using external mentors where appropriate

In combination, these elements of creativity, challenge, competition, cooperation and mentoring are intended to provide a framework within which the full potential of highly able pupils are developed.

The school values the cooperation of parents to ensure that highly able pupils take advantage of the particular opportunities on offer.

For example:

- Prep school pupils to participate in senior school led activities.
- Selective 11+ examination preparation
- Oxbridge preparation
- Specialist sports academies
- Participation in UCST led events (Swindon Academy Science Challenge)