



Provision for highly able pupils

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1 Policy statement

1.1 This policy is written in support of the school's aims and ethos. At Embley we focus on the individual and aim to provide a safe, supportive environment and curriculum where all pupils can learn, grow, make progress and succeed.

1.2 We achieve this through the provision of excellent teaching and learning in every classroom, across all areas of the curriculum, and through having high expectations of all our children. This policy is a statement of the entitlement of children with high ability at Embley.

1.3 The policy reflects the commitment of the school to meet the needs of more able children, ensuring that they are motivated and engaged at school, and thus able to fulfil their potential. Our policy recognises that this group of children requires specific interventions to ensure that they succeed.

1.3.1 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

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

1.3.3 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.3.4 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

- Teaching and Learning
- Curriculum Plan
- SEN
- Assessment Recording and Reporting
- Marking and feedback

1.4 The curriculum is appropriate so that all groups have the opportunity to learn and make progress.

2 Key Personnel

2.1 In the Senior School the people in charge of provision for Highly Able pupils are Robert Clare (Director of Studies) and Leah Goodey (Deputy Head) and in the Prep School, Sheina Gibb (Head of Prep School).

2.2 Heads of Department and subject teachers also ensure provision is made for Highly Able pupils throughout the EYFS, Prep School, Senior School and Boarding communities.

3 Rationale

3.1 Creating the conditions for learning in which there are opportunities for pupils with gifts and talents to demonstrate their high ability is part of the skill of a good teacher. Senior school students who demonstrate academic excellence or exceptional skills in curricular or co-curricular areas are awarded a scholarship and become members of the Nightingale Scholar Society. We refer to these pupils as '*Nightingale Scholars*'.

3.2 The identification of potential Nightingale Scholars is the responsibility of all teaching staff, but is overseen and led by Robert Clare (Director of Studies) in the Senior School and Sheina Gibb (Head of Prep) in the Prep School. Names of pupils who have been identified as Nightingale Scholars are recorded in the Scholars register, which is the school's highly able register.

4 Most able in the classroom

4.1 In practical classroom terms most able children are likely to present themselves to teachers as:

4.1.1 Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,

4.1.2 Children with high levels of ability, but who are not achieving at a high level.

4.2 Characteristics of highly able pupils:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (i.e., children on the Autistic spectrum)
- Behavioural difficulties

4.3 The identification process is:

4.3.1 Summative assessments (including SATs, Optional SATs, MidYIS data, YELLIS and ALIS and end of year assessments).

4.3.2 Teacher assessments (APP documents, analysis of tracking from Primary Essence in the Prep School and evidence from other schools).

4.4 Key principles in the identification of highly able pupils:

4.4.1 Provide an appropriate, challenging and supportive learning environment.

4.4.2 Effective communication between teachers, pupils and parents/carers as a key part of the identification and provision process.

4.4.3 Some pupils will be easy to identify at a very early age, while some may emerge later.

4.4.4 Be vigilant for the 'hidden highly able' or under-represented groups such as under-achievers, those with EAL, with specific learning or physical needs and those from different cultural or socio-economic groups.

4.4.5 Identification should draw on a range of evidence, utilising qualitative, quantitative, and value-added measures.

4.5 The achievement of Nightingale Scholars is monitored through a programme of:

- Analysis of progress and attainment data from Classroom Monitor and CATs in the Prep School and MidYIS, YELLIS and ALIS in the Senior School.
- Monitoring of attainment grades (as per the school's Assessment, Recording and Reporting Policy)
- Participation in Nightingale Scholars events and society meetings
- Participation in relevant co-curricular activities.
- Completion of the Nightingale Scholars yearly project qualifications
- Learning walks
- Planning scrutiny in the Prep School
-
- Inset and shared best practice

4.5.1 Results are compared with the expectations generated by baseline testing. Each pupil is further monitored by his or her subject teachers who set regular challenging targets and monitors the achievement of those targets. It is expected that pupils who are highly able would make above average progress in certain subjects.

4.5.2 At Embley, we recognise that one of the most effective strategies for helping highly able pupils reach their full potential is ensuring that their social and interpersonal skills are developed. As a result, in addition to the monitoring of achievement within the curriculum subjects, a pupil's progress in this area is also monitored.

5 Provision

5.1 Provision for the highly able has to become embedded in everyday practice. The provision for highly able pupils is achieved at Embley in three different ways: *acceleration*, *enrichment* and *extension*.

5.1.1 Acceleration consists of enabling pupils to access work which would typically be for older pupils.

5.1.2 Enrichment consists of broadening pupils' education. For example, allowing pupils to study aspects of a topic which there would not normally be enough time to study, or adding extra subjects to the curriculum.

5.1.3 Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

5.2 We *enrich* the curriculum for Highly Able pupils in three ways:

- Schemes of work, termly and weekly plans and the use of Scholar tracking to outline where additional resources and materials can be used to broaden gifted and talented pupils' appreciation of a topic.

- Staff offer a range of lunchtime and after school clubs which enable our pupils to broaden their knowledge and interests.
- Highly able pupils are invited to participate in scholarship work and challenge days.

5.3 We *extend* highly able pupils by:

- Schemes of work, termly and weekly plans indicate where appropriate resources and materials can be used in suitable topics to develop the thinking skills of highly able pupils.
- Lesson plans are adapted, and work differentiated with appropriately challenging tasks.
- Participation in appropriate co-curricular activities is encouraged.
- Senior school scholars are expected to complete a termly reflective project in their area of interest. These will develop throughout their time at the school to provide them with a portfolio demonstrating their skills and passion for their chosen subject area.
- Senior school scholars are expected to attend meetings of the Nightingale Scholars' Society. These are held half termly and include lectures from external experts and also internal members of staff.

5.4 At Embley, we focus primarily on meeting the needs of our highly able pupils by first focusing on *enrichment* and *extension*. We then move to *accelerate* the learning of those pupils when there is a demonstrable reason for thinking that *enrichment* and *extension* are not meeting the needs of a pupil. Robert Clare in the Senior School and Sheina Gibb in the Prep School are responsible for monitoring the effectiveness and impact of this provision and when necessary, making suggestions for how it can be enhanced further.

6 Document Information

Version Number	10
Reason for Version Change	Annual review
Date of Version Change	15 May 2025
Name of owner/author	Robert Clare
Name of individual/department responsible	Leah Goodey, Deputy Head Robert Clare, Director of Studies
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Target Audience	Public
Date Authorised	1 September 2025
Date issued	15 May 2025
Where available	United Learning Hub, Network, school website
Review Date	August 2026 or as events and legislation require