



THE FULHAM BOYS SCHOOL

<i>Policy Title</i>	Higher Ability Pupils Policy
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Revisions Table

<i>Version</i>	<i>Date</i>	<i>Edited by</i>	<i>Description of Change</i>
Summer 2018	Spring 2018	Simon Kellie	The following items were amended: 3.3, 3.3.5

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



Higher Ability Pupils Policy

Date of Next Review: Summer 2020

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1. Higher Ability Pupils at The Fulham Boys School

- 1.1 At The Fulham Boys School we believe that all boys are entitled to an education that will enable them to reach their full potential, be that intellectual, physical, spiritual, aesthetic, creative, emotional or social; finding appropriate challenges in our learning environment;
- 1.2 We are committed to providing an equality of challenge for all boys and an inspiring education for life which is sufficiently broad, balanced and relevant to the needs of all our pupils;
- 1.3 We aim to achieve this by creating a sufficiently demanding curriculum and environment that challenges and stimulates all, including the ablest;
- 1.4 This policy aims to ensure that all pupils with a general high level of ability or a talent in a narrow area, often non-academic, are challenged and stretched in order to extend and enrich their knowledge;
- 1.5 We categorise such pupils as **'Higher Ability Pupils' (HAPs)**;
- 1.6 Individual students should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision, and a culture of ambition and aspiration.

2. Aims

- 2.1 To raise the aspiration of all students by promoting self-esteem;
- 2.2 To have high expectations of achievement for all students;
- 2.3 To provide greater challenge for all students;
- 2.4 To enable the HAPs to realise their potential;
- 2.5 To identify the HAPs in the school early in their school career;
- 2.6 To recognise and meet the whole child's needs;
- 2.7 To enable the HAPs to access the best universities;
- 2.8 To build closer links between the school and parents of HAPs;
- 2.9 To raise awareness of Learning and Teaching strategies for HAPs;
- 2.10 To further encourage and celebrate a climate of Learning within the school by ensuring consistency in the school's approach to higher ability;
- 2.11 To build on existing good practice, mentoring the HAPs across all areas of talent;
- 2.12 To raise students' awareness of their ability and involve them fully in their learning.

3. Definitions

- 3.1 At The Fulham Boys School we recognise that the HAPs could be:
 - 3.1.1 **High achievers** in one or more subject areas;
 - 3.1.2 **Highly achieving all-rounders**;
 - 3.1.3 **Able underachievers** who do not always show their ability or their abilities may be hidden or remain as potential;
- 3.2 The term 'Higher Ability Pupils' (HAPs) is used to describe pupils who have demonstrated a significantly higher level of achievement across the three core

curriculum areas compared to their peers; The three core curriculum areas are English, Maths and Science;

3.3 The term HAPs is also used to describe those who have demonstrated a significantly higher level of achievement than their peers in one or more specific areas of the curriculum or co-curricular activities such as:

- 3.3.1 Enterprising and leadership skills;
- 3.3.2 Physical ability;
- 3.3.3 General intellectual ability;
- 3.3.4 Specific academic aptitude;
- 3.3.5 Visual and performing arts;
- 3.3.6 Creative and productive thinking;
- 3.3.7 Mechanical ingenuity and special ability in empathy, understanding and negotiation.

4. **Characteristics of HAPs** - they may:

- 4.1 be a good all-rounder;
- 4.2 be a high achiever in one specific area of his learning;
- 4.3 be an excellent/advanced reader who shows a understanding beyond his chronological age;
- 4.4 be articulate or verbally fluent;
- 4.5 give quick intelligent verbal responses;
- 4.6 possess an extensive general knowledge;
- 4.7 retain/recall information with ease, which enables him to show rapid learning;
- 4.8 show a mature interest in topics outside of the curriculum;
- 4.9 communicate on an adult level – perhaps avoiding their own peer group;
- 4.10 have a range of interests, some of which border on obsession;
- 4.11 show unusual and original responses to problem-solving activities;
- 4.12 possess a high ability but have poor writing skills;
- 4.13 prefer verbal to written activities;
- 4.14 be logical;
- 4.15 show greater independence in developing areas of interest;
- 4.16 be artistic, musical or excellent at sport;
- 4.17 may excel in computer technologies
- 4.18 have strong, considered views and opinions;
- 4.19 have a lively and original imagination/sense of humour;
- 4.20 be very sensitive and show a greater awareness of others;
- 4.21 be of high ability but with low motivation;
- 4.22 focus on their own interests rather than on what is being taught;
- 4.23 be socially adept;
- 4.24 appear socially uncomfortable;
- 4.25 very able with limited interpersonal skills;
- 4.26 very able with a short attention span;
- 4.27 be easily bored by what they perceive as routine tasks;
- 4.28 show a strong sense of leadership;

- 4.29 not necessarily be well-behaved or well-liked by others;
- 4.30 SEN (such as students on the Autistic spectrum).
5. It is recognised that boys who are HAPs do not always demonstrate their ability. We consider that all boys have potential and therefore are always watchful of pupils who appear to be working below their potential. Consequently, it would be our aim to identify any students who appear to be underperforming or underachieving in this regard.
- 6. Identification process and HAPs Register:**
- 6.1 HAPs will be identified over the course of the Autumn Term using various methods including those mentioned below;
- 6.2 The Fulham Boys School will maintain a **HAPs register** by identifying HAPs within the school;
- 6.3 HAPs do not always develop evenly across all areas of ability. Therefore, HAPs are identified by making a judgement based on the analysis of various sources of information. It is important that the identification process looks beyond obvious candidates but also actively seeks out those who are underachieving or who have a disability or who are included on the SEN register. A talent may emerge later in a student's school career;
- 6.4 Key methods of identification:
- 6.4.1 A challenging curriculum that would help to identify HAPs;
- 6.4.2 Those who have achieved significantly above age related expectations in English, Maths and Science at KS2 & KS3;
- 6.4.3 Those who have target GCSE grades 7 to 9 in English, Maths and Science and up to 3 other subjects;
- 6.4.4 Those who through parental/self-identification are performing in a sport / musical instrument / others at a level well above their peers – (**appendix 1**);
- 6.4.5 Those who are identified by staff as performing in a sport/musical instrument/others at a level well above their peers, or in a curriculum area at a level well above their peers and they are not identified amongst the most able – (**appendix 2 and 3**);
- 6.5 Other source of information:
- 6.5.1 Transition Information from Primary School;
- 6.5.2 Baseline data – beginning of year assessment data including standard scores and percentile rank;
- 6.5.3 Self-nomination - KS4;
- 6.5.4 End of Term Assessments;
- 6.5.5 Success in extra-curricular activities and competitions;
- 6.6 Where students have been identified as HAPs, the area of talent will be noted, along with the provision(s) offered within school.

- 6.7 The identified cohort is shared with the whole school staff, pupils and parents to maintain an holistic approach;
- 6.8 At the end of each academic year the HAP cohort will be reviewed and adjustments to the HAPs register will be made based on:
 - 6.8.1 Spring and Summer assessments;
 - 6.8.2 In lessons/subject departments HOD/subject teachers – checklist/assessment;
 - 6.8.3 Self-Nomination – as part of self-evaluation process;
 - 6.8.4 HAPs target setting meetings;
- 6.9 Reviewed information will be shared with all relevant people;
- 6.10 Students can be added to the register at any time.

7. Provision for HAPS:

- 7.1 In-School Provision:
 - 7.1.1 Curriculum Acceleration or Enhancement:
 - 7.1.2 Student groupings: Maths, Science;
 - 7.1.3 Differentiation in class: by task/outcome/resource/dialogue/pace/support/choice;
 - 7.1.4 Mentoring Scheme: HAPs will be given mentoring duties or assist whole school raising achievements programme e.g. the Literacy/Maths support classes;
 - 7.1.5 Brilliant Club: Certain HAPs will be part of the Brilliant Club programme where they would be mentored by PhD pupils from the Oxbridge universities;
 - 7.1.6 National Association for Able Children in Education (NACE): The Fulham Boys School has become a member of the NACE to apply for the NACE Challenge Award quality mark. This will help the school to plan for further improvements to the provision for the HAPs;
 - 7.1.7 Range of strategies: The school seeks to develop and utilise a range of strategies to improve the learning and teaching of the HAPs. Strategies will be disseminated within departments or via Staff Development opportunities where appropriate.
 - 7.1.8 Subject specific strategies: Heads of Departments are expected to advise colleagues within their departments on strategies to employ to challenge HAPs e.g. some GCSE questions at KS3 to challenge, extension activities, research tasks, open-ended questioning, develop higher-order thinking and learning skills, enrichment activities etc.
 - 7.1.9 Use of new technologies e.g. Coding Course
 - 7.1.10 Recognition and celebration of HAPs: e.g. Achievement Assemblies, Awards Ceremonies, HAPs parents forums, special HAPs meetings lead by the Headmaster/SLT.
- 7.2 Out of School Provision:
 - 7.2.1 The school offers a wide variety of co-curricular sessions, activities and trips. The following are offered on a regular basis and, although these benefit all students,

they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practise and extend their skills. Some of the many opportunities are listed below:

- 7.2.1.1 Debate and Public Speaking Club;
- 7.2.1.2 Sports Teams & Clubs;
- 7.2.1.3 Aspirational Days e.g. Cambridge/Oxford and other university trips;
- 7.2.1.4 History, Geography, English, Science, ICT curriculum related visits/trips;
- 7.2.1.5 Drama Club and LAMDA training;
- 7.2.1.6 External music training e.g. Piano and Guitar training
- 7.2.1.7 Duty/ Curriculum Prefect appointments;
- 7.2.1.8 House Captain and Vice-Captain appointments;

8. Roles and responsibilities:

- 8.1 The Board of Governors, the Headmaster and the Senior Leadership Team - monitoring overall implementation and effectiveness of the HAP programme;
- 8.2 Head of Additional Learning Needs – compilation, maintenance and recording of the HAP register for the whole school; development of whole school self-evaluation and improvement planning for improving the provision and outcomes for HAPs;
- 8.3 Heads of Houses - compilation, maintenance and recording of HAPs cohort for their houses and liaising with the Head of ALN; contribution to the whole school self-evaluation and improvement planning for improving the provision and outcomes for HAPs; tracking, monitoring the progress of the HAPs and regular meetings with the HAPs within their houses to evaluate/adjust provision and outcomes;
- 8.4 Heads of Departments and Subject teachers – development and deliverance of an appropriate curriculum for the HAPs in their departments and classes; providing information/identification of HAP using the HAP checklist (teacher observation);
- 8.5 Parents – parents will be encouraged to be involved with the school in supporting the HAPs and will be given the opportunity to feed into the identification process by:
 - 8.5.1 Keeping them informed about the identification process and informing them if their son is a HAP;
 - 8.5.2 Giving them details of the school’s approach towards supporting their son;
 - 8.5.3 Providing them with reports of co-curricular activities and achievements will be published on the school website;
 - 8.5.4 Inviting them to Achievement assemblies/Awards Ceremonies;
 - 8.5.5 Inviting them in Target setting process for their sons.

9. Well-being of HAPs:

- 9.1 Regular monitoring of the HAPs’ is crucial to maintain a higher attainment level. To do so the school will continuously:
 - 9.1.1 Involve mentors, HAPs support person/groups;
 - 9.1.2 Involve successful male role models – visits by influential speakers/high achievers;

- 9.1.3 Display information on men who have made significant achievement in a range of fields of expertise throughout history;
- 9.1.4 Research opportunities in class topics to include a section on important male figures in this area.

10. Monitoring and Evaluation:

- 10.1 The Head of ALN has overall responsibility for:
 - 10.1.1 Maintaining and reviewing the achievements and progress of all students in consultation with teaching staff and senior management team;
 - 10.1.2 Monitoring the school's provision for pupils identified as being HAP;
 - 10.1.3 Ensuring that the professional development programme includes provision for all students, including those students who might be considered as HAP.
- 11. This policy will be reviewed every year by the Head of ALN and the Senior Leadership Team.

12. Conclusion:

- 12.1 The progress and attainment of HAPs will be monitored and membership of the cohort will be flexible;
- 12.2 At all times the well-being of individual students must be paramount;
- 12.3 The key concept to HAPs provision is the offer of opportunity, challenge and enrichment;
- 12.4 HAPs provisions must impact on the whole curriculum in order to be effective;
- 12.5 Opportunities for enrichment are to be offered beyond the normal school day

Appendix 1

Parental Questionnaire

Name of Student:
Date of completion:
What does your son do really well? Is there anything your son shows a particular interest in/spends a lot of time doing?
What single achievement do you think your son is proudest of?
What sort of people does your son most want to be like?
What do your friends most admire in your son?
What does your son most enjoy about school?
What seems most important to your son at this time in his life?
Is there anything else which might help us identify your son's particular skills interests and abilities?

Appendix 2

HAP Checklist

Characteristic	Yes/No
Possess extensive general knowledge, often knows more than the teacher and find the usual reference books superficial	
Show good insight into cause-effect relationships	
Easily grasp underlying principles and need the minimum of explanation	
Quickly make generalisations and extract the relevant points from complex material	
Have mental speeds faster than physical capabilities and so often reluctant to write at length	
Prefer to talk rather than write and often talk at speed with fluency and expression	
Reluctant to practise skills already mastered, finding such practice futile	
Have exceptional curiosity and constantly want to know why	
Are inventive and original when interested	
Ask searching questions, which tend to be unlike other students' questions	
Often see the unusual rather than the conventional relationships	
Are able to pose problems and solve ingeniously	
Display intellectual playfulness, imaginative, are quick to see connections and to manipulate ideas	
Read rapidly and retain what is read and can recall detail	
Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
Jump stages in learning and are often frustrated by having to fill in the stages missed	
Leap from concrete examples to abstract rules and general principles	
Have quick absorption and recall of information, seem to need no revision and be impatient with repetition	
Keen and alert observers, note detail and are quick to see similarities and differences	

See greater significance in a story or film and continue the story	
See problems quickly and take the initiative	
Have advanced understanding and use of language but are sometimes hesitant as they search for and use the correct word	
Become absorbed for long periods when interested and may be impatient with interference or abrupt change	
Persists in completing activities when motivated	
Often set very high personal standards – are perfectionists	
More than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.	
Concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)	
Philosophical about everyday problems and common sense issues	
Perceptive in discussion about people’s motives, needs and frailties	
Daydream and seem lost in another world	
Show sensitivity and react strongly to things causing distress or injustice	
Often take a leadership role	
Empathise with others and are very understanding and sympathetic	
Confident and competent	
Express their own feelings	
Attribute ideas to others	
Self-effacing	
Reflect on their own performance	
Give inventive responses to open-ended questions	
Have a keen sense of humour in the unusual and are quick to appreciate nuances and hidden meanings	
Appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony	
Criticise constructively, even if sometimes argumentatively	

Appendix 3

Subject Specific HAP Checklist

Mathematics – HAP Checklist (Y/N)	
Grasp the formal structure of a problem: can generate ideas for action	
Recognise pattern: can specialise and make conjectures	
Reason logically: can verify, justify and prove	
Think flexibly, adapting problem-solving approaches	
May leap stages in logical reasoning and think in abbreviated mathematical forms	
Are able to generalise from examples	
Are able to generalise approaches to problem-solving	
Use mathematical symbols as part of the thinking process	
May work backwards and forwards when solving a problem	
Remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning	

English – HAP Checklist (Y/N)	
Show close reading skills and attention to detail	
Are sensitive to nuances of language use, use language precisely	
Have a well-developed, sophisticated sense and appreciation of humour	
Contribute incisive, critical responses, can analyse own work	
Are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'	
Approach writing tasks thoughtfully and with careful preparation	
Are able to reflect on language and linguistic forms they encounter, having insight into their own abilities	
Show an interest in the Irish language around them	
Show attention to spelling and meaning of words	
Cope well in dual-language medium	
Have fluency and breadth of reading	
Show pleasure and involvement in experimenting with language	

Analyse insights confidently and precisely when discussing their own and others' writing intentions	
Draw out relationships between different texts read	
Are able to transfer skills across the curriculum	
Are keen to communicate with others	

Science – HAP Checklist (Y/N)	
Recognise patterns and relationships in science data: can hypothesise based on valid evidence and draw conclusions	
Are aware of how the context influences the interpretation of science content	
Recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate	
Enjoy reasoning logically	
Use subject vocabulary effectively in construction of abstract ideas	
Think flexibly, generalise ideas and adapt problem-solving approaches	
Are able to evaluate findings and think critically	

Information Technology – HAP Checklist (Y/N)	
Use ICT hardware and software independently	
Use ICT to solve problems	
Consider the limitations of ICT tools and information sources	
Consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use	
Use ICT to support their studies in other subjects	
Use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems	
Consider some of the social, economic and ethical issues raised by the use of ICT	

Geography – HAP Checklist (Y/N)	
Possess wide-ranging general knowledge about the world	
Are intrigued by the workings of their own environments	
Appreciate the relationships of different scales of environments	
Analyse confidently and draw conclusions	
Appreciate varying viewpoints and attitudes	
Creatively design and interpret spatial representations	
Have good information processing skills	
Are enthusiastic observers of the world around them	
Enjoy identifying patterns and similarities in different contexts	
Understand and begin to explain more complex relationships	
Draw meaningful generalisations from detailed information	
Formulate opinions and use evidence to support their own viewpoint	

Enjoy and can confidently use a wide range of visual resources including maps and photographs	
Monitor and regulate personal work	

Art – HAP Checklist (Y/N)	
Analyse and interpret their observations and present them creatively	
Are enthusiastic and interested in the visual world	
Can sustain concentration, constantly refining ideas	
Are quick to learn and transfer skills	
Draw on existing knowledge, make connections and draw on comparisons with others' work	
Enjoy experimenting with materials and are able to go beyond the conventional	
Have confidence using a wide range of skills and techniques	

History – HAP Checklist (Y/N)	
Are able to set both new and previously acquired information in a chronological framework	
Have a broad range of general and historical knowledge	
Are aware of the provisional nature of knowledge	
Debate the significance of events, people and changes	
Use a range of historical sources, including complex and ambiguous ones, with confidence and perception	
Make confident use of conventions which describe historical periods and the passing of time	
Show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one	
Make imaginative links between the topics studied and other subjects in the curriculum	
Are prepared to challenge interpretations	
Ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises	
Give increasingly sophisticated reasons for the selection of sources	
Show determination and perseverance in investigating topics	
Sustain a line of argument, making well balanced judgements	

Reach soundly based evaluations and conclusions based on considered use of evidence and are prepared to support them with reasoned argument	
Show a lively curiosity with regard to historical problems and debates	
Select and use historical information to illuminate a narrative, support an argument or challenge an interpretation.	
Use subject-specific vocabulary and terminology with accuracy and confidence.	

Physical Education – HAP Checklist (Y/N)	
Use the body with confidence in differentiated, expressive and imaginative ways	
Have a good sense of shape, space, direction and timing	
Produce a seamless fluency of movement with an intuitive feel for elegant movement	
Are able to use technical terms effectively, accurately and fluently	
Are able to analyse and evaluate their own and others' work, using results to effect improvement	
Are able to adapt, anticipate and make decisions	
Have a good control of gross and fine body movements and can handle objects skilfully	
Show a high level of understanding of principles of health-related exercise and their application in a variety of activities	
Are able to perform advanced skills and techniques and transfer skills between activities	

Take the initiative, demonstrating leadership and independence of thought	
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Modern Foreign Languages – HAP Checklist (Y/N)	
Show an interest in and empathy for foreign cultures	
Recognise grammatical patterns and functions of words	
Use linguistic/non-linguistic clues to infer meaning	
Are able to listen and to reproduce sound accurately	
Extrapolate general rules from examples, can make connections	
Have effective communication strategies	
Are curious about how language ‘works’, its meaning and function	
Are able to use technical vocabulary to discuss language	
Identify and memorise new sounds and ‘chunks’ of language	

Are flexible in thinking, showing flair, intuition and creativity	
Apply principles from a known language to the learning of new ones	

Music – HAP Checklist (Y/N)	
Hear music 'in their head'	
Demonstrate power of expression and skill beyond competency	
Respond emotionally to sounds	
Show a commitment to achieving excellence	
Have a strong musical memory	
Are particularly sensitive to melody, timbre, rhythms and patterns	
Demonstrate coherence and individuality in developing musical ideas	
Have the motivation and dedication to persevere and practise	

Religious Education – HAP Checklist (Y/N)	
Recognise and express personal feelings and empathise with others	
Construct and sustain a complex argument, integrating ideas from a number of sources	
Raise questions and see relationships between questions	
Appreciate the value system of others and defer judgement or conclusion	
Are sensitive to social issues and concerned about equality	
Are able to think independently, to intervene appropriately and continue an argument	
Are able to reflect upon and integrate different kinds of knowledge	
Can use intuition and personal experience as shared learning with others	

Drama – HAP Checklist (Y/N)	
Have an ability to engage effectively with a role	
Can confidently move and use gestures appropriate to character	
Confidently perform a scripted or improvised character to an audience	
Have the ability to engage effectively with an audience	
Understand and enjoy the uses of the stage including design and technical effects	
Are able to discuss and have personal opinions about drama/theatre productions	
Have the ability and vision to realise a text from 'page to stage'	
Demonstrate an expressive speech ability in the use of voice and accents	
Are able to invent and sustain a role	
Enjoy drama improvisation and/or mime and dance drama	
Engage meaningfully with others in the performance of a play text	
Possess a wide range of knowledge about drama and theatre	
Reflect on the use of language in a play text	

Personal Development – HAP Checklist (Y/N)	
Identify with the feelings of others	
Are self-confident	
Are flexible and comfortable with change and novelty	
Build good relationships	
Work well collaboratively	
Are aware of social and environmental issues	
Are good in debate, discussion, role-play	
Show initiative and persistence	
Reflect on personal mistakes and rectify them	
Have self-control	
Use effective communication skills	
Are able to persuade and negotiate	
Lead and inspire others	
Enjoy community activities	

Display honesty and integrity	
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