



2025 -  
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High Ability  
(Disadvantaged)  
Pupils Policy



# The ContinU Plus Academy

## High Ability (Disadvantaged) Pupils Policy



### Policy Principles

The ContinU Plus Academy aims to encourage all students to fulfil their potential. There are high expectations of and for every individual student and the academy will extend opportunity in order to enhance quality for all.

To achieve these principles we must:

- Raise the standards of High Ability Disadvantaged (HAD) students
- Raise the standards of High Performing Disadvantaged (HPD) students
- Identify, raise and maintain the standards of Gifted and Talented (G&T) students
- Extend the range of opportunities for able students
- Improve attainment and motivation of able students
- Recognise students who have a particular gift

### Definition

Usually within an academy population there will be a cohort of between 5% - 10% who will be designated as “gifted or talented” in relation to their peers’ level of achievement or excellence. The ContinU Plus Academy currently has approximately 80 pupils on roll and therefore 4/8 students are expected to be of higher ability in all or specific subjects.

### Identification

Students are placed in the ‘High Ability Disadvantaged’ cohort as a result of the following:

- KS2 data showing performance in English **AND** Maths as being a Grade 4 or higher
- CPA baseline data showing that performance in English **AND** Maths is still Grade 4 or higher on entry

Students are placed in the ‘High Performing Disadvantaged’ cohort if:

- Regardless of KS2 attainment, they are making accelerated progress in **5 or more subjects** when compared to their CPA baseline

Students are placed in the ‘More Able’ cohort as a result of the following:

- KS2 data showing performance in English **OR** Maths as being a Grade 4 or higher
- CPA baseline data showing that performance in English **OR** Maths is still Grade 4 or higher on entry
- Students ‘More Able’ in Maths are also deemed to be ‘More Able’ in Science

Students are placed in the ‘Gifted and Talented’ cohort as a result of the following:

- Student is making accelerated progress on latest assessment
- The result of the accelerated progress is that the student is currently working at Grade 4 or above
- **Both of these criteria must be met to qualify for this cohort**

## Monitoring

Ultimately, the identification, planning, learning and progress of HAD, HPD and G&T students is the responsibilities of the Assistant Headteacher (data). Accountability for pupil performance is passed to subject teachers through the performance management system. Pupils are monitored every half term (at the end of which the G&T cohort may alter slightly) and are reported on to stakeholders at these times. War Cabinet meetings are held at the end of every half term to allow for precise planning and intervention in the half term that follows. More regular monitoring of teaching, learning, pupil and teacher performance occurs through a combination of the following procedures:

- Targetted intervention sheets, found within medium term plans, that focus on intervention for underachieving pupils and indicate challenge for more able, higher performing or G&T pupils are produced for every half term
- Regular health checks (QA) including lesson observations, book looks and learning walks
- On-going departmental assessments
- Classroom observations
- Liaison with teacher, parents/carers and referring school/authority
- Assessment of holistic pupil progress through 'War Cabinet' meetings

## Department Policy and Provision

It will be necessary for departments to plan for the shifting nature of the Gifted and Talented cohort as well as ensuring that pupils in the high ability and high performing groups (not subject to change) are supported and challenged through effective teaching and learning strategies. Where relevant, the precise focus applied to high ability pupils should feature in Area Improvement Plans (AIPs) and, possibly, teacher performance management.

Subject teachers should plan specifically through well written and considered planning procedures.

## Area Improvement Plans

All subject leaders have smaller versions of the School Improvement Plan (SIP) - their AIPs. Reference should be made, where appropriate, as to how HAD, HPD and G&T pupils will contribute to (and be catered for) as part of the area, subject and whole school improvement planning strategies.

## Long Term Plans

Subjects teachers must set out in their yearlong overview how the long term requirements of HAD and HPD pupils will be met with regard to course content completion. Gifted and Talented pupils will form more regular parts of medium term plans as they cannot necessarily be predicted at the start of each year. Long term plans may well include events or opportunities such as skills shows,

conventions, annual trips or visits that all pupils in academic performance cohorts will be included in (should they qualify at the time).

## **Medium Term Plans**

Subject teachers must make clear in their medium term plans how the needs of each pupil will be met. Specific reference must be made to HAD, HPD and G&T pupils and it should be clear how subjects will be developing these abilities over the next half term. Plans should demonstrate how each and every pupil will be stretched or challenged according to their needs.

## **Teaching and Learning**

- There is close attention paid to the needs of the individual student through differentiation of tasks, resources and outcomes and an acknowledgement of differing learning preferences and styles
- Teachers will demonstrate a thorough understanding and a passion for their subject which will be reflected in their high expectations of the students and their learning outcomes
- Departments will decide on the appropriate choice and use of resources to be used with the HAD, HPD and Gifted and Talented cohorts. All teachers must be aware of the location and use of extension materials
- Teachers encourage students to think for themselves, to ask questions, and to take some responsibility for their own learning and the learning of others
- Teachers will ensure there is variation in pace, teaching style and classroom organisation in lessons
- There will be detailed consideration of student groupings. Students must be grouped for purpose and it is essential that the groupings are reviewed regularly and thoroughly to ensure the placement of students is accurate, reflects perceived ability and responds to the needs of the student

## **Out of Class Activities**

Subject teachers must aim to organise a programme of voluntary extension activities for more able students. This programme of activities affords opportunities for these students to meet with others who have a similar range of interests/abilities.

## **Monitoring, Evaluation and Review**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy

**A copy of the High Ability Disadvantaged Pupils Policy is published in its entirety on the CPA's website ([www.continuplus.org.uk](http://www.continuplus.org.uk)).**

<b>Date Policy Created:</b>	<b>June 2018</b>
<b>Member of Staff Responsible:</b>	<b>Adam Thompson (Deputy Headteacher)</b>
<b>Review Date:</b>	<b>June 2026</b>

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Signed:

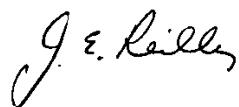
(Staff member responsible)

Signed:



(Headteacher)

Signed:



(Chair of Governors)