

High Potential Policy

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Aims

Bristnall Hall Academy is committed to stretching and challenging all students by stimulating intellectual curiosity. This is required in the academic context, but also in the spiritual, moral social and cultural aspects of academy life. It is the firm intention of the academy to strive for excellence through enrichment activities and opportunities.

- To improve the attainment, motivation and aspirations of the more able students, particularly those from disadvantaged backgrounds.
- To develop a co-ordinated and coherent programme of learning opportunities and support at school, network and trust level, underpinned by a balance of challenge and support.
- To develop provision for more able students through staff CPD, the use of ICT, links with the community and links with universities.
- To enhance out of academy hours enrichment opportunities for more able students.

Bristnall Hall Academy will identify a cohort of High Potential Students, whilst adopting an inclusive and flexible approach. The academy's provision will take into account the needs of the most able as well as confronting the issues presented by underachievers, socially disadvantaged learners and those with specific learning difficulties.

Identification

The initial cohort will be selected using Key Stage 2 data from primary schools. Those students who have achieved the highest scaled scores in both English and Mathematics will form the initial cohort at the start of year 7. The Key Stage 2 data will also be cross referenced with other sources of information to decide if any students need to be added to the cohort. This data could include:

- CATS data
- Assessment data
- Reading age data
- Departmental nominations
- Primary transfer information

Parents/Carers of High Potential students will be informed at the start of year 7. Once a part of the cohort, students will not be removed, but the cohort may be added to in order to ensure that students' needs are consistently met.

High Potential students will be identified on the management information systems for class teachers to see.

Monitoring

Students' performance is monitored after each Progress Review and after examinations to ensure appropriate targets are set in order to maximise progression and achievement for the cohort. A record of the cohort's achievements and participation will be kept by the coordinator for each year group as well as students who have been nominated, every term, as being a 'high achiever.'

Organisational Responses

Care is taken to ensure that the needs of students are met through appropriate groupings.

Areas are responsible for differentiated classwork, homework, out-of-hours activities, varied teaching styles and stretch and challenge activities aimed at promoting high order skills. This is visible in subject area documentation and pedagogy and will inform the whole-school teaching and learning pathway programme. Staff have access to a wide range of teaching and learning strategies. Further opportunities to develop provision for High Potential Students is nurtured through the use of the CPD Pathway programme and showcased via lesson observation cycles. Staff also have the opportunity to meet with the High Potential Coordinator and Lead Practitioner team to co-plan and discuss learning and teaching strategies.

Out of Class Activities

The enrichment curriculum provides experiences and activities beyond the regular curriculum and maximises learning opportunities for high potential learners, particularly for those from disadvantaged backgrounds. This enrichment can take many forms:

- High Potential club
- 'Challenge Yourself' activities
- Provision for exceptional students, e.g. mentoring support for able underachievers
- Friday 'Dine-In' sessions (Year 11)
- Forward Thinking Programme (Years 8-11)
- High Potential focus groups
- Brain Box
- High Potential enrichment trips
- Revision classes
- Weekend and holiday booster workshops
- Musical and sporting opportunities
- Visits to top performing universities
- Working with primary feeder schools and the creation of 'Masterclass' sessions.
- The Brilliant Club intervention with university style teaching
- Career engagement opportunities
- Year 11 and 10 personal statement workshops

In Class Approach

The appropriate and skilful use of differentiation is vital to the well-being of able students. Differentiation is not left to chance, but is written into schemes of work and more than one type of differentiation is built into a task or piece of work. Differentiation can be achieved by pace, task, dialogue, support, outcome, resource, content and responsibility. Particular use should be made of questioning to promote higher order learning. Class teachers record who is high potential in their teaching groups as well as signposting high potential learners from disadvantaged backgrounds in mark books and/or seating plans.

The Role of Independent Learning opportunities

Independent learning outside of curriculum time is an integral part of education in that it:

- Promotes students' self-discipline and personal responsibility for learning and organisation
- Reinforces learning explored in class, extending knowledge and understanding
- Creates opportunities to practise and develop skills
- Allows parents/carers to become involved in their child's learning
- Is valuable in ensuring students' progress and raising achievement.

Planning of independent learning tasks for high potential young people will follow these guidelines:

- For high potential students, homework tasks should be carefully planned so that they have ample opportunities to develop and challenge their learning.
- Homework should not be seen as an attempt to allow students to catch up with the rest of the class.
- Tasks should be varied, have a clear focus and time-guideline and give high potential students plenty of opportunities to succeed.
- Plenty of leadership opportunities should be provided to high potential students in the form of taking parts of a lesson where appropriate. For example, setting a high potential student the task of presenting the following lesson's starter or plenary, in P.E, allowing more talented students to lead the warm up/cool down.
- Wider reading tasks with a clear focus should be set so that high potential students can gain a wider and more detailed understanding of the topic they are studying.

Role of the High Potential Co-ordinator

- To lead the development, implementation, monitoring and evaluation of the academies policy for identifying its cohort of High Potential students and the teaching and learning programme for them.
- To lead the implementation of an effective whole academy policy on support for able students, linking it with policies on assessment, exam entry, homework, home-academy agreements and parental involvement.
- To identify and undertake staff development activities
- To work with other co-ordinators/schools in order to develop and implement a support programme of activities
- To contribute to trust and national activities
- To act as a "champion" of able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able students receive the right blend of challenge and support.
- To attend meetings to discuss the progress of year 10 and year 11 HP students.
- To manage the High Potential budget.

Bidding process

Areas are invited to bid for available High Potential funds with a supporting application form which should clearly state how their bid would support High Potential students in their curriculum area. The purpose of the bidding process is to enhance the curriculum offering individual subject areas are

able to provide. Reasons for submitting a bid must relate to the academy's Transformational Improvement Plan and the aims and objectives in the High Potential policy. Bids will be submitted to the High Potential Coordinator and then included in area Improvement Plan.

Targets for Academy 2017-18

- Work with Areas to enhance their provision for more able students
- To support class teachers in maximising the level of challenge and independence for all learners
- To further increase the percentage of grade 8/9 achieved at GCSE
- To involve all Academy stakeholders, ATT Trust schools and local partnership schools in the High Potential community
- To encourage and develop the cohort's sense of identity within the academy through the Growth Mindset standards.
- To raise and broaden the aspirations of High Potential students pre and post-16.