

Potential High Achievers Policy



Governors' Committee Responsible:	Experience Committee
Nominated Lead Member of Staff:	Assistant Headteacher
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At Ash Manor School, we recognise that every student in our care is unique, bringing with them a diverse range of intelligence and abilities. We value academic excellence and believe that the learning of all our students should be personalised. We promote a curriculum that reflects the needs of all our students, including those who are Potential High Achievers. Stretch and challenge is evident in every classroom and opportunities exist to further particular abilities inside and outside of school.

Our High Achievers Policy has been written as a result of current academic research and an absolute commitment to promoting scholastic endeavour to every student in our school community at every stage of their learning. We believe that every student, adopting the right mind-set and in a challenging, stimulating environment, has the ability to go beyond their best.

The "very able" can be described as "those pupils who demonstrate exceptionally high-level performance, whether across a range of endeavours or in a limited field." Equally, most experts agree that whilst intelligence and other cognitive factors are reliable indicators, high levels of aptitude and dedication are also important keys to success.

We have therefore adopted the term "High Achiever" rather than using "Gifted and Talented". We believe that "potential" for every student is limitless rather than determined by innate ability. Therefore, High Achievers at Ash Manor School are identified in terms of academic success and progress made through effort and commitment.

Aims of the Policy:

- To ensure our students become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live
- To ensure that High Achievers are being engaged and stretched in all lessons and that under achievement is being tackled
- To ensure that provision for High Achieving students is rooted in the day-to-day classroom experience and enhanced by quality enrichment opportunities in and out of school

- To celebrate as a whole school community the success of High Achieving students and recognise and reward achievement and effort for individuals in all school activities.
- To raise aspirations towards further education
- To create a fluid register of High Achieving Students at both Subject and Whole School level

Definitions

We acknowledge that outstanding achievement may be demonstrated in one particular subject area or more generally across the curriculum and wider school community; high achieving students will therefore fall in to three categories and will be monitored accordingly under the following three strands.

- Whole School Academic High Achiever
- Subject Specific High Achiever
- High Achiever for outstanding commitment, effort and progress

Whole School Academic Achiever:

- Students will be identified according to their attainment data in KS2 and will be considered as having a Special Educational Need and will be provided for accordingly across the whole school. This group of students will be made known to all members of staff.

Subject-specific High Achiever

- Departments will be responsible for identifying students who are excelling in a particular subject area and these students will be tracked and monitored as a Subject Specific High Achiever across both key stages according to agreed and published departmental criteria for identification.

High Achiever for outstanding commitment, effort and progress:

- Students achieve better than their target in 5 or more subjects (hard workers over time)
- Students who have been identified as having an exceptional skill in a particular area

Identification

Whole School Academic High Achiever

Criteria based on KS2

Students who started on or after September 2016

- More than or equal to 110 marks in both Maths and English

Students who started on or before September 2015

- Average of Maths and English in KS2 more than or equal to 5.5

Potential High Achiever: Subject-specific

- Departments will be responsible for identifying students who are excelling in a particular subject area according to agreed and published departmental criteria for identification

Potential High Achiever: Outstanding commitment, effort and progress

- Students achieve better than their target in 5 or more subjects (hard workers over time)
- Students who have been identified as having an exceptional skill in a particular area

Roles and Responsibilities

Governors

- Governors will ensure the High Achieving Students Policy is in place and identify a governor to have responsibility to monitor the policy and to liaise with relevant staff

Headteacher and Senior Team

- Actively champion provision for High Achieving students.
- Monitor provision for High Achieving students through lesson observation and monitoring of departmental self-evaluation
- Monitor the progress of High Achieving students through exam analysis with departments.

High Achieving students Co-ordinator

- Raise the profile of High Achieving students across the school
- Create and maintain the High Achieving students' record
- Support staff training on effective identification and provision for High Achieving students
- Monitor the progress of High Achieving students
- Ensure staff are aware of High Achieving Students Policy and their responsibilities to implement it
- Make High Achieving Students Policy available for parents/carers and inform the parents/carers of High Achieving students that they have been identified as High Achieving

Heads of House – supported by form tutors

- Be aware of the social and emotional needs of High Achieving students and the types of behaviours that may be displayed by students. E.g. very observant, extremely curious, intense interests, excellent memory, fast processors, Excellent reasoning skills.
- Provide pastoral support for High Achieving students and, when appropriate, monitor their social and emotional progress

Heads of Department

- Nominate students who show the characteristics described in Section '**Subject-specific High Achiever**' to be included on the High Achieving Students register
- Develop schemes of work with clear differentiation for High Achieving students and appropriate assessment and homework tasks
- Develop teaching and learning strategies that promote higher order thinking skills and not simply more work at the same level
- Provide opportunities for extension and enrichment and develop higher order thinking skills
- Monitor and evaluate the provision for High Achieving students in the department

Subject Teachers

- Be aware of High Achieving students in their classes and their specific capabilities
- Differentiate appropriately for all learners in their classes. Methods could include:
 - Justification of hypotheses
 - Open-ended questioning
 - Advanced resources
 - Providing different tasks
 - Varying the vocabulary and complexity of language used by staff and expected from the student
 - Providing different levels of teacher intervention
 - Allowing less repetition, practice or reinforcement activities

- Provide opportunities for students to extend their talents/skills both in and outside the classroom where appropriate
- Plan lessons that include work that is suitably paced, challenging and differentiated; including higher order thinking skills and not simply more work at the same level
- Monitor the performance of students identified as High Achieving and inform the High Achieving Students Coordinator of those who are at risk of underachieving
- Engage students in their own learning

Assessment

- Assessment procedures for the High Achieving student will be the same as those for any other student and will be completed in line with the school assessment and departmental marking policies. Analysis of results should inform future planning and link to the reporting structure as well as to individual target setting.
- Information relating to the progress of individuals will be discussed at Leadership Team and/or Department / Year Team / Line Management meetings and shared with students, and with parents/carers at Parents' Evenings. Concerns, e.g. with regard to underachievement, will be resolved using the agreed departmental/pastoral structures.

Higher Achieving Students Register

- This will include information for each year group and be updated in the spring and summer terms. There is the potential to check, add or remove names at these times. Updates will be shared with Heads of Department and Teachers, Heads of House and members of the Senior Team.