

High Achievers Policy

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Tom Ritchie

Ratified by Governors:

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Learn more... Do more... Be more...

1. Introduction

- 1.1. Providing for high achieving learners at Priestlands is a matter of equity – as with all other students they have a right to an education that is suited to their needs and abilities. For high achieving students this means stretch and challenge in every classroom and opportunities to further particular abilities in school and outside.
- 1.2. As a successful, high-performing comprehensive 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. The research of Carol Dweck supports our belief that every student, adopting the right mindset and in a challenging, stimulating environment, has the ability to go beyond their best.
- 1.3. We acknowledge that there is no definition for the most able by Ofsted or the DfE: “Schools should develop their own methods of identifying and assessing these students (DfE)” and so we have a number of identification processes that ensure all students with emerging potential are highlighted and included in any extra or different provision. 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.
- 1.4. We have therefore adopted the term “High Achiever” rather than using “Gifted and Talented”, to support the philosophy of Growth Mindset; we believe that “potential” for every student is limitless rather than determined by innate ability. Therefore, High Achievers at Priestlands are identified in terms of academic success and progress made through effort and commitment.

2. Aims of the Policy

- 2.1. To provide equality of opportunity, offering a first class curriculum to all students and academic success for all.
- 2.2. 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.
- 2.3. To ensure that high achievers are being engaged, stimulated and stretched in every lesson and that under achievement is being tackled.
- 2.4. To achieve success in examinations at the highest possible level.
- 2.5. To foster a spirit of high ambition, self- expectation and a growth mindset.
- 2.6. 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.
- 2.7. 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.
- 2.8. To raise aspirations towards prestigious universities and beyond.

To improve the satisfaction, recruitment and retention of students through their support of the ethic to recognise students who work hard to make more than expected progress.

3. Definitions

3.1. 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 two categories and will be monitored accordingly under the following three strands.

- Whole School Academic High Achiever (Purple)
- Subject or skills Specific High Achiever (Pink)

Whole School Academic Achiever (Purple):

3.2. Students will be identified in this first strand according to their attainment data 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 (Pink):

3.3. Departments will be responsible for identifying students who are excelling in a particular subject area (i.e., the top 20% of students within a subject) 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

3.4. Students who are identified in more than five subjects within an academic year as a Subject Specific High Achiever, will automatically be monitored as a Whole School Academic High Achiever.

4. Identification

Year 7

4.1. Students joining the school in Year 7 will be identified using a range of data including teacher assessment, ensuring that high achievers sustain progress and maintain a rigorous pace of learning. Methods of identification in Year 7 are as follows:

- KS2 standardised scores
- Baseline assessments
- CAT scores (average of 120+ in the Y7 CATs (top 10%); this measure has been shown to be reliable as an indicator of future high achievement).
- Teacher recommendation

4.2. The new intake will be monitored and tracked closely throughout the year both at a whole school level and in subject areas, to ensure that we identify accurately in order to meet the needs of High Achievers from the beginning of their school career. Students will be identified by the Spring term of Year 7 as High Achievers using a combination of the identification methods above.

Years 8 & 9

4.3. Students will continue to be monitored and identified as Whole School Academic High Achievers.

4.4. In the Spring term of Year 8 and at the end of Year 9, students will be reviewed and added to the Whole School High Achievers group if they meet the following criteria:

- Students who have exceeded expected levels of progress across all subjects by the end of the previous academic year.

- Students who have been identified by five or more subject areas as a Subject Specific High Achiever (Pink) will automatically be monitored as a Whole School Academic Achiever.

4.5. In doing this we will grow our 'High Achievers' cohort throughout their schooling, acknowledging and celebrating potential.

5. Pupil Premium Students

5.1. Students joining the school in Year 7 will be identified using a range of data including teacher assessment, ensuring that high achievers sustain progress and maintain a rigorous pace of learning. Methods of identification in Year 7 are as follows:

6. Roles and Responsibilities

6.1. 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.

6.2. Headteacher and Senior Team

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

6.3. Senior Team member with responsibility for oversight of High Achieving students and High Achieving students Coordinator (s)

- Develop strategy for High Achieving students' provision to embed good practice in the every-day curriculum as well as enrichment activities.
- Raise the profile of High Achieving students across the school.
- 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.

6.4. Heads of Year, Pastoral Support Managers – 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.
- Update the High Achieving Students Co-ordinator(s) of the progress of High Achieving students and highlight any particular concerns.

6.5. Heads of Department

- Nominate students who show the characteristics described in Section 3.3 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 in the department.

6.6. 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.
 - Using pace.
 - 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. In particular by allowing them to:
 - Analyse their own work to identify points for improvement.
 - Collaborate with others as well as working independently.
 - Reflect on the process involved in improving work.
 - Recognise the place for rough drafts and polished work, and the processes involved.
 - Make judgements from assessment criteria as to the amount and quality of work required.
 - Develop ideas and different ways to complete extension tasks.
 - Collaborate in discussion and problem solving.
 - Develop extended pieces of work over a period of time.
- Explain their own learning to other students / reinforce learning by teaching.

7. Homework

- 7.1. Homework will be set and marked in line with Priestlands' policy, should make appropriate demands and, therefore, may be different from the task(s) asked of other students.

8. Assessment

- 8.1. 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.
- 8.2. 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.

9. Monitoring

- 9.1. Monitoring of provision for High Achieving students will be undertaken as part of the cycle detailed in the school policy. There is an important role to play in gathering evidence and providing an overview involving the following staff:
 - In Departments: Departmental nominee in charge of High Achieving children; Head of Department (or teacher in charge of subject); departmental Line Manager; Senior Team (member in charge of High Achieving children); Headteacher; Governors.
 - In Year Teams: Assistant Head of Year; Head of Year; Year Line Manager; Senior Team (member in charge of High Achieving children); Headteacher; Governors.
- 9.2. Evidence will take a variety of forms and may include all or some of the following:
 - Statistical analysis of data on the High Achieving child, available from results of tests; CATs and SATs; GCSE results; progress levels via SIMs and SISRA; option uptake figures; and, where available, post-16 destinations.
 - Observation: as part of student tracking; appraisal; in-house professional development; research; or initiatives included in the departmental or school development plan(s).
 - Feedback to Line Managers.
 - Review(s) of Schemes of Work
 - Monitoring trawls of: departments; teaching and learning; SRBs; homework; classwork; coursework or for evidence of the impact of initiatives or professional development.
 - Student Voice.
 - Governor overview
- 9.3. Student progress will be monitored termly using SISRA and SIMS by subject teachers, Heads of Department and the Senior Leadership team. Progress will be reported to Governors via the termly data scorecard produced for each year group.

10. Staff Training

- 10.1. Staff training needs that arise will be decided in line with priorities in the School Plan and Department Improvement Plans.

11. Co-ordination

- 11.1. A member of the Senior Team and two Higher Achieving Co-ordinators will be responsible for co-ordinating special events and for dealing with initial enquiries with regard to policy and practice or concerns. They will also form part of the structure for monitoring provision and will analyse data.

12. Out of Class / Enrichment Activities

- 12.1. An enormous variety of extra-curricular activities is available to all students at Priestlands. These extend and enrich the normal curriculum and give students an opportunity to opt in. These clubs have the advantage of allowing students to mix and work with other year groups and with people they might not normally come across in lessons.
- 12.2. Priestlands Baccalaureate
- Academic: 5+ GCSEs at grade A*/A or 7+
 5+ GCSEs at grade B+ or 6+
 5+ GCSEs at grade C
 - Community: Students arrange their own community service for which they commit to 20 hours outside school and is signed off by an appropriate adult.
 - Extended Project: Designed to support extended project favoured by HE, providing students with an opportunity to explore an area of interest.
- 12.3. Students in Year 7 & 8 will be offered the opportunity to take part in the Junior Priestlands Baccalaureate. This will consist of students completing an independent study of an area of interest, which they will then present to staff, parents and other students.
- 12.4. When the opportunity arises, High Achieving students will be invited to participate in visits and to attend specific on or off-site events, e.g. Master classes; events at Southampton University; national courses; school/county/national team membership; and other events.