

High Potential Students Policy



**BURTON
BOROUGH
SCHOOL**

Rationale

At Burton Borough School we believe that we need to provide appropriate learning experiences for all students of all abilities. The High Potential Students policy sets out how we will achieve this for those students and impacts upon the whole school: every department, tutor group and member of staff. The aim of this is to raise the aspirations and achievement of the cohort and, by doing so, the aspirations and achievement of all pupils. The High Potential Students Policy provides guidance as to how we will meet the needs of our high potential students and will allow us to be clear about how we identify the high potential students at Burton Borough School in all areas of the curriculum. It also sets out how we will provide extra-curricular and enrichment activities for those students identified as one of those with the highest potential in our school.

Definition

The term 'High Potential' is usually taken to refer to students with particular ability in the more 'academic' subjects (e.g. Maths, English or Science) while 'Talented' is associated with subjects from the expressive and performing arts or sport. At Burton Borough School we aim to provide appropriate opportunities to progress for all students, regardless of their area of specialisation and, consequently, do not discriminate between the two. We believe they are of equal merit and value so will be supported in the same way.

There is no universally accepted definition of High Potential. The DfE and Ofsted define the High Potential as, "those whose progress could significantly exceed age related expectations." At Burton Borough School we accept this definition but will also look beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. We will also aim to identify and support exceptionally able pupils. These are defined as those who have the capacity to achieve or perform at the very highest levels in their areas of high ability. These students will have needs that go beyond those students already deemed as requiring extension and deeper challenge. The DfE suggest that "a quantitative measure which can be used as an indicator is the top 2% nationally".

Identification

The identification process at Burton Borough School will be an ongoing one as it is important to recognise that children can reveal their abilities in different ways and at different times. We will refer to:

- Performance outcomes (tests and tasks),
- Primary or Secondary Teacher nominations (linked to agreed criteria including learning and thinking interactions in the classroom)
- Parental information
- Personal interests and strengths of individuals, including those undertaken outside school.

The thresholds we will use for performance outcomes will be:

- Students having a key stage 2 fine score of 5.4 (scaled score 110+) OR
- Pupil premium students having a key stage 2 fine score of 5.0 or above (scaled score above 106) OR
- EAL students with a key stage 2 fine score of 5.2 or above (scaled score above 108) OR
- Students scoring above 115 in CATS test in any area

Some students may be identified as having exceptional ability in one or more areas. At Burton Borough School these students are identified as those whose needs go beyond those students already deemed as requiring extension and deeper challenge. In terms of test outcomes they will have achieved a key stage 2 fine score of 5.8 or above, which indicates they are on track to achieve level 8 or 9 at GCSE. They may also have shown exceptional ability outside the school environment and this will also be recognised.

All students identified will be included on the High Potential register.

The High Potential Register

At Burton Borough School we believe that identification and provision are integral and therefore aim to provide as many opportunities as possible for all students to reveal, display and extend their range of talents and abilities. Identification is not an end in itself.

The High Potential register is intended to ensure that students identified as having higher ability are identified quickly to staff and that appropriate provision is put in place to ensure appropriate progress is made by these students throughout their time at the school.

The High Potential register will include data on whether students are identified as SEND, Pupil Premium, EAL or any other relevant groups.

Within the High Potential register Exceptional Subject Performance will be identified. These students are nominated by departments as having exceptional performance in the relevant subject areas, normally evidenced by (but not limited to) students working at a level that indicates they will achieve a GCSE level 8 or 9 and/or a scaled score of 115+. Identification for this aspect of the register is primarily conducted by department links for high potential students and heads of learning area. However, students can also be nominated by the High Potential Students Co-ordinator, the SENDCo, themselves or parents and carers.

We will review the register twice during the school year in order to allow for the diverse opportunities students will have within and outside school to reveal their abilities. The aim must be to provide these opportunities (both in class and during an

extra-curricular programme), identify ability and then provide more to enable the student to fully express it.

Roles and Responsibilities

The provision for our high potential students is the responsibility of all teaching and support staff. How particular staff should contribute is broken down below.

The School Leadership Team

- Work with all staff to achieve an environment where success, aspiration and achievement are core values.
- Ensure pedagogy across the School allows all students to achieve to the best of their ability.
- Ensure the Coordinator for high potential students and all staff are fully trained and equipped to provide top quality outcomes for students.
- Ensure sufficient funding is made available to support high potential activities, both within the core curriculum and in extra-curricular provision.
- To monitor student achievement rigorously, as part of whole-school evaluation.

Coordinator for high potential students

- Develop strategies for improvement of high potential provision in consultation with the Principal, leadership team, governors and staff.
- Maintain and develop the school's high potential policy.
- Maintain an up to date High Potential register, ensuring this is easy to use and made available to all staff.
- Work with department high potential links and subject leaders to ensure that teaching across the curriculum meets the needs of students and that best practice is shared across the school.
- Ensure that there is widespread awareness of relevant current thinking on high potential education.
- Monitor students and ensure effective and consistent tracking across the school in partnership with subject and tutors. Work with teachers to put measures in place for underachieving students.
- Work with SLT and CPD coordinator to identify and provide necessary CPD to staff to effectively meet the needs of students.
- Work with tutors to raise aspirations of students.
- Provide a link between high potential students and outside agencies.
- Communicate with parents, staff and governors the provisions being made for students, through updates, newsletters, briefings, etc.
- Advise parents on supporting their high potential children.
- Develop an extra-curricular programme to support, enrich and extend the learning of high potential students.

Heads of Department

- Audit the achievement of high potential students and exceptional subject performers in the department.

- Coordinate strategies that are put in place to ensure that all these students are making appropriate progress.
- Ensure that provisions for high potential students are included in each scheme of learning and are met by staff: there are opportunities for stretch and enrichment built into every scheme of learning; higher order thinking skills are developed; students have the opportunity to develop their independence and organise their own work (Learning to Learn); students evaluate their own work and set their own targets (Assessment for Learning).
- Nominate a Subject Departmental high potential link.
- Support the Subject Departmental high potential link in sharing the good work undertaken by the subject area and considering how ideas used in other areas could be developed.
- Support the Subject Departmental high potential link in developing a portfolio of high ability work for display.
- Contribute to whole school strategies (such as the Burton Borough University – see appendix A) as appropriate.

Department high potential links

- Ensure that all staff in the department are aware of their high potential students and of exceptional subject performers in their subject area.
- Share and learn from the good practice of colleagues in high potential teaching, focusing on the development of thinking skills through their subject.
- Meet with and work together with the Coordinator for high potential students and other high potential links to develop whole-school and departmental provision.
- Coordinate and support the identification of high potential students and exceptional subject performers in their subject area.
- Liaise with the High Potential Students Co-ordinator on behalf of their subject area.
- Work with the head of learning area to ensure that interventions are put in place for high ability underachievers in their subject area.

All teachers and support staff

- Provide differentiated activities, appropriate support and resources for the high potential students, e.g. extension and enrichment activities.
- Target questions and work to challenge the thinking of high potential students.
- Be aware of the very able under-achievers and ensure appropriate interventions are used with them.
- Be aware of which students in their teaching groups are on the high potential register.
- Be aware of which students in their teaching groups are on the exceptional subject performance register and provide appropriate differentiation for them.

- Assist in the identification of exceptional subject performers and talented students.
- Contribute to whole school strategies (such as the Burton Borough University) as appropriate.

Curriculum

An outstanding curriculum for MAT students is an outstanding curriculum for all students. At Burton Borough School we aim to provide a curriculum that is flexible, broad and challenging; it should provide opportunities for students to explore, develop and discover new and existing skills in a range of contexts. We are committed to providing a rich experience for all students both in lessons and during extra-curricular time.

Extra-curricular

It is important for there to be a programme of extra-curricular activities at Burton Borough School to encourage and develop the abilities and talents of all students. As part of this we will establish the Burton Borough University which will ensure that a wide range of opportunities are provided for students on the high potential register as well as other students in the school. This will accompany some basic expectations for high potential students including a wider reading list and study skills workshops. A proposal for the BBU is in Appendix A.

Communication

The school will make contact with parents and carers after the initial identification process. Parents and carers will be offered information and advice on how to support high potential students at home as well as the expectations the school has of them.

The School will establish and run an annual 'parents and carers of high potential students' evening directed by the High Potential Students Coordinator and SLT. This will provide an opportunity for questions and answers, and include guidance for parents and carers on how they can best support their child outside of school. It will also be an opportunity to share and celebrate the successes of high potential students at the Burton Borough University sessions.

The School will make every effort to maintain contact with 'hard-to-reach' parents.

Monitoring and Evaluation

Student progress is given high status when measuring the performance of Burton Borough School. The aim is for all high potential students to make outstanding progress with a positive Progress 8 score.

Every subject area or each group of students within a School's evaluation schedule should be judged on Progress 8. Individual progress for every student is crucial.

Burton Borough School has a named member of staff, the High Potential Students Coordinator, who has overall responsibility for the whole school management and evaluation of the school's high potential students provision.

Each subject area nominates a member of staff to be the high potential link, responsible for high potential within that subject area, who liaises with the High Potential Students Coordinator and regularly checks provision including: teaching and learning, data, schemes of learning, lesson planning, enrichment and identification. This member of staff is expected to contribute to the organisation of departmental enrichment opportunities for high potential students.

At Burton Borough there is a member of SLT part of whose role is to support the work of the High Potential Students Coordinator and to ensure that a consistent message/approach is delivered from all staff.

A named member of the Governing Body is an ambassador for high potential students.

Evaluation Strategies

The Coordinator for high potential students will maintain a development plan for the whole school provision using the NACE Challenge Framework and National Quality Standards in Gifted and Talented Education framework. This results in a RAG rating assessment which clearly identifies areas to improve upon in order to raise standards.

Each year the High Potential Students Coordinator ensure a range of monitoring exercises are carried out across the school, possibly including: focused lesson observations; learning audits; lesson plan audits; data analysis and stakeholder interviews are carried out either by heads of learning area, high potential links or the co-ordinator themselves.

This monitoring will also include an opportunities for stakeholder voice, including surveys of students, staff and parents.

The high potential register is used to monitor the progress of specific student groups including Pupil Premium, SEND and EAL. The involvement of students from these groups in extra-curricular activities is monitored and 'gaps' between the attainment of high potential students in different groups are analysed and action taken as necessary.

The high potential register is regularly updated by the Coordinator for high potential students in conjunction with the high potential links and heads of learning area.

Liaison with primary schools during the transition from Year 6 to 7 regarding high potential students forms part of the transition data and information to aid a smooth transition between Key Stages.

Proposal to improve provision for the high potential students at Burton Borough School

Rationale

A crucial gap in the MAT provision at BBS is the extra-curricular offer beyond that offered by PE and the Performing arts. Ofsted says that when MAT provision is good then the extra-curricular offer is broad and there should be some flexibility in the curriculum for MAT students to help them express their gifts. As a result we need to expand our offer so that it covers a wider range of subject areas and skills. It has been proved over and over again that if you raise the aspiration and achievements of the MAT students then there is a noticeable impact on the wider school population.

Concept

MAT Students are in need of 'deeper challenge' but research indicates the focus should be on the development of attitudes rather than skills, "Any high performance coach or mentor will tell you that effort and attitude determine everything," (R Bailey - International Council of Sport Science and Physical Education).

We need to define for ourselves and deliver 'Cultural Capital' to the students and our activities should concentrate on developing a growth mindset, broadening their educational experience. On the other hand, decontextualised learning is often negative in general and worse for MAT students so we will need to ensure the extra-curricular offer is connected, in some way, to all ends – GCSE, employment or life concepts.

An active process is crucial for motivation so sessions should allow students to fully participate in all aspects, not just passively absorbing lectures or new resources. Each session should be, if not student led, able to be significantly student influenced.

The Burton Borough University

I propose to establish an extra-curricular programme at Burton Borough School and call it The Burton Borough University. This will offer subject specific activities to stimulate KS3 MAT students in particular and some larger projects run by external providers that affect year 10 as well as study skills sessions done in school. It would be open to all KS3 students but MAT students would have priority when signing up. The expectation will be put on them that they will sign up to a minimum number of four sessions over the course of the year as well as two other MAT-specific activities. No expectations will be placed on the wider school population.

The course list will be published in the first week of October and MAT students will be able to sign up then. At the October half term the sessions will be extended to the rest of the school to fill any remaining places. These sessions would run at lunchtime or after school, depending on what is most convenient for the departments concerned, and it would be an expectation that each faculty area would run at least one per year. I'd like to make it an expectation of each subject that they deliver or are involved in the collaborative delivery of a session. This could last for a

few weeks, a term or a whole year depending on their idea and willingness to commit the time and resources. The MAT budget should be able to supplement the resources needed for some or all of these.

Other opportunities will come up as special events during the course of the year and be made available to MAT students as a priority and all other students by invitation if places are available.

Students will accumulate credits for attending and participating fully in the sessions; this will lead to a 'graduation' when they have amassed the appropriate number of points. I feel this should not be achievable in a year or by doing only the minimum required. If a student only does the minimum required each year then they could 'graduate' at the end of year 9 however if they attend more sessions then they could 'graduate' sooner. As a result, the measure for graduation should be the number of extra-curricular hours completed. We would have an evening to celebrate student graduation each year (June/July) and awards will be given out for progress towards graduation e.g. a bronze award for achieving 30 hours, silver for 40, Gold for 50 and graduation at 60. This would also be a good opportunity to share with parents the wider work done by the school that is focused on enhancing the experience of the high potential students.

The responsibility for producing the University curriculum and co-ordinating all aspects of how it runs will be with the High Potential Students Co-ordinator. It will also be important to keep accurate registers for the sessions.

Some ideas for the University programme include:

- Creative Thinking – RE/Philosophy, exploring big ideas, discussing key thinkers and their thoughts, looking for answers to big questions.
- Creative Coaching – PE, exploring coaching strategies for high performance, development of top performance skills, Elite programme.
- Creative Speaking – Drama and performance, public speaking, debating; preparing for a competition either in school or county/organised with other schools.
- Creative Composition – Music, producing a performance piece for a purpose, commission linked to school event (e.g. celebration evening, tea party).
- Creative Communication – MFL, language immersion, total French/Spanish, challenge for the students to communicate specific ideas with limited language (minimal resources provided) to foreign language ONLY speaking staff/students (good chance to utilise MAT y10 or y11).
- Creative Cookery – exploring modern techniques as well as classic, flavour combinations, unique cuisines or ingredients. Cordon Bleu style lessons (available online)
- Creative Computing – ICT, using ICT to solve problems or using WEVVA to develop games, investigate the creative computing industries; paintingfool.com to explore whether a computer can be 'creative'.

Impact Assessment

Student surveys will be set up to complete for each course on offer. The aim of these will be to establish how enjoyable and useful the students feel the sessions were. We

may also be able to use the information to enhance the programme for subsequent years. Attendance will, of course, be monitored and this will indicate the popularity of various courses and will enable us to measure value for money when it comes to the relative cost of courses and any external providers.

Actions

To enable this programme to get up and running, the MAT co-ordinator will need to liaise the heads of learning area and other members of staff to firm up the programme we can offer. There will also need to be additional opportunities made available with external providers and these will have to be funded through the MAT budget and any pupil premium money that may be used. Resources required for each course will need to be costed and this will have to be matched to the MAT budget and/or shared with the learning area budget depending on how it matches their priorities. As MAT achievement and progress is a whole school priority, especially those who are also PP, SEND or male, I would hope that some of the costs can be shared.