



High Attaining & Talented Students Policy

High Attaining & Talented Students Policy

1. Statement of Policy

Sirius Academy West endeavours to provide high quality teaching and learning in order to stretch and challenge all of its students. We aim to achieve this by constantly heightening expectations, whilst also encouraging our pupils to aspire beyond the realms of the ordinary by enhancing their intellectual bravery so that they make rapid progress.

This policy is integral to the Academy Development Plan. It reflects a whole school approach to improving provision for all students through effective teaching and learning, tracking and assessment and a personalised approach to ensure that all students achieve their potential or above.

All children, including the high attaining students, are entitled to expect an education which is challenging and appropriate. The intention is to raise aspirations and increase the level of challenge for all students in order to counteract disadvantage and prevent underachievement. There is a clear commitment to raising standards for all students by ensuring that our high attaining and talented students enjoy a wide range of opportunities in and outside the classroom. We will develop and enhance their abilities and talents and encourage them to excel and have pride in achievement.

It is recognised that this group have certain characteristics and distinctiveness. Within the high attaining cohort of students, it is also recognised that some students face additional challenges and vulnerabilities. This particularly applies to students in receipt of additional funding through the Pupil Premium grant, as well as those that are recognised as high functioning autistics who also appear on the SEND register. These subgroups within the high attaining cohort of pupils will be carefully monitored and intervention put in place at waves one, two or three in order to ensure the maximisation of progress for these students.

2. Other Policies

This policy is to be read in conjunction with:

- Teaching and Learning Model Policy
- Assessment and Tracking
- Homework/Extended Learning Policy
- The Monitoring, Evaluation and Review Policy (MER)

3. Aims

- This policy intends to set out aims for students identified as high attaining or talented

- To ensure that all students benefit from challenge which is targeted to meet their needs, maximise their strengths and support any underachievement
- To create a climate which respects high aspiration and attainment, within which enables are higher attaining students to flourish
- To provide opportunities for students to discover and develop specific skills or talents both within the classroom environment and beyond
- To ensure that lessons are planned which challenge and motivate high attaining and talented students
- To provide a curriculum which offers a breadth of opportunities for high attaining and talented students to discover and develop their skills, expertise and self-esteem
- To assist students in the development of acquiring an academic language which will enable them to evaluate their learning and articulate themselves effectively so that they are able to work at a higher cognitive level
- To develop an appropriate skill set to enable them to become expert learners and display independent and aspirational approaches to all aspects of school life
- To clearly communicate with parents in order to help them understand their child's needs and effectively support them

4. Definitions

- **High attaining:** identified on Key Stage 2 data as being above expectations. For 2017, the benchmark will be 107-120 for reading on entry and for maths 106-120 (2016 entry cohort was 105-120 for both maths and reading).
- **Talented:** identified by departments as having the ability, flair or potential in one or more skills, whether artistic, sporting, interpersonal or vocational.

5. High Attaining and Talented Students Register

Identification

The Academy will maintain a register. High attaining students will not be removed from the register as their profile on entry established through national testing at the end of KS2. Talented students will be added to register as their talent arises. Subjects that primarily built up around the creative arts, sports and technology, each curriculum area will come up with a criteria and methodology for identifying talented students. This cohort will be reviewed annually.

- 5.1 An appreciation that talented students can emerge at any time and therefore flexibility in updating the student cohort list. This will include regular review and amendments throughout the year.
- 5.2 Share clear information with all stakeholders about how and why students are selected for the register.

6. Information for Parents and Students

- 6.1 Parents of all students on the high attaining and talented student registers will be informed in writing of what the Academy will provide as a consequence of identifying academic ability and talents.

7. Review of Identification Process

- 7.1 We recognise the complexity of accurately identifying high attaining and talented learners and so plan to keep our processes under review; ready to adjust the weighting we allocate to different criteria in the light of experience; ready to offer support as appropriate.
- 7.2 Demonstrate a commitment to review the high attaining and talented register on an annual basis in order to consider, identify and accommodate students who may arrive at different points throughout the academic year.

8. Provision

- 8.1 It is a priority to ensure that high attaining and talented learners benefit from high quality classroom experiences at which we engage them actively in learning, challenge and excite them.
- 8.2 We recognise the central importance of providing the right curriculum opportunities for our students
- 8.3 Our commitment to assessment for learning means that students will not only know their target grade but will be supported to develop as an effective learner: self-reflective; taking responsibility for their own learning; confident in their use of the language of learning, clear about what is needed to work towards the top grades
- 8.4 Each student will be supported and challenged through relationships with classroom teachers, as well as with their form tutor. Tutors will build a long term relationship, get to know the student and encourage them to aim high. They will also be an advocate for the student, committed to ensuring that they have access to the entitlement laid out in this policy.
- 8.5 We will work with parents to help them understand how we work with our high attaining and talented students and inform them about resources they might find useful in supporting their child's learning. When necessary, we will also discuss specific barriers to learning and work together to tackle these.
- 8.6 We will work with local and regional partners to ensure that there are a range of opportunities for students to learn outside the school day and beyond the school site.

Staff Responsibilities

- 9.1 **SLT:** will clearly articulate the link between provision and whole-school improvement. SLT will ensure that monitoring and evaluation of this group occurs at a strategic level through data meetings and 360s.
- 9.2 **High Attaining and Talented Students Coordinator:** will develop whole-school self-evaluation and improvement, plan for high attaining and talented provision and outcomes; develop and disseminate effective classroom practice, providing formal, evidence-based reports to governors and update and reviewing the high attaining and talented students register.
- 9.3 **Heads of Year:** will monitor progress of high attaining students through the tracking process of SARS and will work with key staff to implement and plan intervention to prevent underachievement and maximise attainment against targets.
- 9.4 **Form Tutor:** acting as an advocate for the individual students, the form tutors will direct the student towards the advice, guidance, support, and opportunities which will help to them to develop skills, extend knowledge, open up future options. They will also liaise with parents and be central to developing emotional intelligence.
- 9.5 **Heads of House:** will be aware of any pastoral issues which may affect their students' academic progress and liaise accordingly with relevant staff and parents to ensure that students' progress is maximised. They will also work effectively with key staff to develop students' whole academy contribution towards expert learner status.
- 9.6 **Curriculum Directors/Subject Leaders:** every department has a role to play in ensuring staff can make an informed, professional contribution to the identification process; are developing quality first teaching; offer curriculum flexibility which open up options for learners.
- 9.7 **Classroom Practitioners:** every member of teaching staff must be fully aware of students classified as high attaining and talented and ensure there is stretch and challenge for these students within their teaching.
- 9.8 **Subject High Attaining & Talented link:** each department will have a link member of staff who will have responsibility for disseminating high attainment information from meetings to departments. They will help monitor and track progress of specific subject cohorts and ensure that provision and activities are planned throughout the year to enable students to develop skills and knowledge to succeed.

10. Monitoring and Evaluation

- Progress of individuals tracked and evaluated across time and across subjects through formal progress cycle reviews; analysis of end of key stage results

- Progress of significant high attaining subgroups tracked and evaluated as above: groups to include gender; PP; EAL; off-site learners
- A commitment to student voice
- Lesson observations of tutorial programme through the MER process
- Analysis of quality and impact of enrichment programmes
- Analysis of attendance and behaviour data