



# Beauchamp College

## Higher Achieving and Talented Students' Policy

2018-20

Date	Detail
2015	Original, based on Beauchamp College Policy
2018	Reviewed
Approved by	Governors of Beauchamp College

## Higher Achieving and Talented Students' Policy

### **1.1 Principles**

All schools within the Lionheart Academies Trust are dedicated to providing an outstanding learning environment where all individuals thrive. We strive to not only develop a student's understanding in an educational context, but also to develop their skills and abilities to prepare them for their next steps, whether that be in further education or employment. We use a robust system of quality assurance to ensure that the quality of teaching delivered in the classroom and the assessment systems in each department include challenging material to ensure students are engaged and enthused and are being developed to meet their full potential.

The wider aims of Beauchamp College are as follows:

- To increase whole College awareness of the importance of both quality and equality of opportunity for all higher achieving and talented students
- To develop understanding and practice by identifying needs and then acting to optimise their educational and social experience whilst at College
- To provide a structured and flexible response to individual learning needs, promoting positive achievement for all
- To provide advice and support for students when deciding the next steps between Key Stages and life beyond Beauchamp College

All Beauchamp policies aim to incorporate our ethos of the 4Rs which are:

- Resilience
- Resourcefulness
- Reciprocity
- Reflection

### **2.1 Identification**

An explanation of how we identify our high attaining and talented students in order to nurture and develop such individuals in a personalised way.

### **2.2 Key Stage 3**

At Key Stage 3 we define higher attaining students as those with an average Key Stage 2 standardised score of 110 or more. Talented students are those with higher levels of ability in practical disciplines, for example sport and performing arts.

### **2.3 Key stage 4**

We define higher attaining students at Key Stage 4 as students who have an average score of 5 in Maths and English through their Key Stage 2 SATs results. We define talented students as those who excel in a particular subject or may have the ability to excel in practical skills such as sport and artistic performance.

## **2.4 Key Stage 5**

At Key Stage 5 higher attaining students are identified through their suite of GCSE results. Any student with an ALPS band of a 7 or above is categorised as a higher attaining student. Gifted students are identified as those who display an ability in particular subjects and practical skills.

## **2.5**

A register of HATS students is maintained on the T drive. This is updated on a regular basis. The database, alongside information provided by teachers and submitted in the data snapshots is also used to target intervention and review progress of students identified as Higher Achieving and Talented.

## **3.1 Provision**

All staff are aware that it is their responsibility to provide for the higher achieving and talented students they teach and, in partnership with subject leaders, heads of department, heads of faculty and Champions to ensure effective provision is a key priority.

Where appropriate, our provision goes beyond age related learning, teachers use differentiation effectively for development of learning, and planning includes a focus on student progress.

## **3.2 In classroom provision**

Our College provides quality first teaching for all students and as a result this is the first level of provision for higher achieving and talented students. This is mainly at classroom level with subject teachers, subject leaders and Champions responsible for provision.

Classroom strategies include, but are not limited to:

- Identification and tracking through continuous monitoring of assessment data
- Where appropriate, setting in subjects
- The use of extension activities to stretch and challenge students
- Use of prior assessment and future targets to inform pitch, pace, depth and breadth of the curriculum taught in subjects
- Effective use of differentiation
- High expectations
- Appropriate challenge supported by a learning environment and classroom ethos that embraces risk-taking, mistake making, endeavour and searching questions (embedded through the teaching of the 4Rs)
- Development of creative skills and 'habits of mind'
- Guided sessions
- Skill mastery where students are encouraged to master foundational skills to then build upon in each subject area
- Students as full participants in their learning through AfL, peer marking, joint target setting, quality marking and feedback, designing learning opportunities
- Skilled professionals who employ the right teaching and learning strategies for the particular learning taking place through the sharing of expertise

- Providing a secure environment where risk taking is valued and higher order thinking is encouraged
- Ensuring that all homework extends the learning of the individual student
- Challenging learning situations where resilience is encouraged following failure.
- Exploring unusual topics. Use of more demanding material.
- Encouragement of independent learning.
- Provide opportunities for enrichment beyond the curriculum.

### **3.3 Provision outside the Classroom**

Beauchamp is proud of the extensive provision of holistic development that allows all students to participate in areas of interest and combines academic and work related activities to develop our young people for their next steps.

- Provision of high profile events with collaboration with other schools on both a National and International Level
- Access to university events through our partnership with University of Leicester and other education providers
- Ability to take advantage of our High Flyers Lecture Series
- Opportunities for enrichment activities such as Mastermind, Maths Challenges and many more
- Collaboration with outside agencies to provide opportunities for guidance of next steps in education and work
- Faculty specific trips and additional qualification opportunities.

(Further information about specific events can be found in our High Flyers programme)

### **4.1 Leadership and Co-ordination**

Ensuring that this group of students are receiving effective provision, making appropriate progress and reaching their full potential is not the responsibility of one person in the College. A range of people will be engaged in monitoring and evaluation activities which will inform the full picture.

The leadership team, heads of faculty or subject leaders, heads of year and data management personnel and class teachers all keep an equal focus on higher attaining students to ensure that they do not become vulnerable.

All teaching staff are made aware of groups of students and must focus on the progress made by all student including the more and most able. Provision for higher attaining and talented students also falls under our 'Inclusion Policy' which all staff are made aware of.

Due to the high number of higher attaining and talented students at Beauchamp College, this area also falls under the remit of one of our Assistant Principals who monitors this group closely. Champions for all key stages assess the progress being made by identified students and focus on students who need more specific intervention.