



**BURTON
BOROUGH
SCHOOL**

High Potential Students Policy

Policy Reviewer	Tom Allen High Potential Students Co-ordinator	Date of Review	23 rd May 2023
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Rationale

At Burton Borough School we believe that we need to provide aspirational learning experiences for all students of all abilities. The High Potential Students policy sets out how we will achieve this for those students in particular who have the potential to perform at the very highest levels in whatever subject area or skill they excel. It 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 these students 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. It also sets out how we will provide extra-curricular, super-curricular or other and enrichment activities for those students identified as one of those with the highest potential in our school.

Definition

The term 'High Potential' is taken to refer to students with clear and significant abilities in one or more area. At Burton Borough School we aim to provide appropriate opportunities for progress to all students, regardless of their area of specialisation and, consequently, do not discriminate between what may historically have been referred to as 'academic' or 'non-academic' subjects. We believe all 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 students with 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 specific attention and deeper challenge. The DfE suggest that "a quantitative measure which can be used as an indicator is the top 2% nationally" and so it will not be a large number, however these students may require such things as individual education plans, extra-curricular support or intervention from external agencies.

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) both before reaching us and while at BBS.
- Primary or Secondary Teacher nominations (linked to agreed criteria including learning and thinking interactions in the classroom).
- Information from parents.

- Personal interests and strengths of individuals, including those undertaken outside school.

The thresholds we will use for performance outcomes at Y6 will be:

- Students having a key stage 2 fine score of 5.4 (scaled score 110+) in either reading or maths.
OR
- Pupil premium students having a key stage 2 fine score of 5.0 or above (scaled score above 106) in either reading or maths.
OR
- EAL students with a key stage 2 fine score of 5.2 or above (scaled score above 108) in either reading or maths.
OR
- Students scoring above 126 in CATS test in any area.

Some students may be identified as having potentially exceptional ability in one or more areas. At Burton Borough School these students are identified as those whose needs go significantly beyond those students already deemed as requiring specific attention and deeper challenge. In terms of test outcomes, they will have achieved a key stage 2 scaled score of 118 or above. 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.

Individual departments should keep their own, subject-specific registers indicating those who are considered high potential or of exceptional ability in their areas. These students nominated will have provided evidence since arriving here by (but not limited to) working at a level that indicates they could potentially achieve a GCSE level 7+, with exceptional students being markedly in advance of the standard normally accepted at their age level (potentially capable of reaching a grade 9). Identification for this aspect of the register is primarily conducted by department links for high potential students and subject leaders. However, students can also be nominated by the High Potential Students Co-ordinator, the SENDCo or parents and carers.

This will be a working document and departments will review the register a minimum of 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) to identify students of ability and then provide what is necessary to enable them 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.
- Through line management meetings, to work with heads of department to ensure that identification of high potential students in their area is done meticulously and reviewed regularly.
- Through line management meetings to ensure that schemes of learning are aspirational in line with the teaching and learning policy in order that they meet the needs of the high potential students in their subject area.
- Through line management meetings, to ensure that students identified as being of exceptional performance are appropriately provided for within the department.

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 each department's designated 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 all small school teams to help raise aspirations of students within each small school.
- Provide a link between high potential students and outside agencies.
- Communicate with students, parents, staff and governors the provisions being made for students via notice boards, email, the school website, 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

- Monitor the achievement of high potential students and exceptional subject performers in their department.
- Encourage and support staff in their departments to follow the aspirational approach in lessons, as set out in the Teaching and Learning Policy, to ensure that all students are making appropriate progress.
- Ensure that each scheme of learning takes an aspirational approach that enables teachers to meet the needs of the highest potential students in front of them. This should reflect the school's Teaching and Learning Policy with its emphasis on 'Quality First Teaching' where 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).
- To work with the High Potential Link to create opportunities for enrichment within the subject area.
- 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 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.
- Support and encourage the application of the aspirational approach to teaching in lessons so that challenge is the norm in classrooms for all students.
- Share and learn from the good practice of colleagues in high potential teaching, including the development of thinking skills through their subject.
- Meet 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

- Assist in the identification of exceptional subject performers and talented students.
- Be aware of which students in their teaching groups are on the high potential register and on the subject specific list.
- Be aware of which students in their teaching groups have shown exceptional performance in their subject area and provide appropriately for them.
- Be aware of the very able under-achievers and ensure appropriate interventions are used with them.
- Teach lessons which follow the aspirational approach, as set out in the Teaching and Learning Policy, ensuring that appropriate support and resources are provided for all students.
- Consider activities and use targeted questions to challenge the thinking of high potential students.
- Contribute to whole school strategies as appropriate.

Curriculum

An outstanding curriculum for high potential 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.

Teaching in lessons follow the principles of 'Quality First Teaching', providing challenge, appropriate scaffolding and retrieval practice. The aim of this is to ensure that all students in every class experience challenge in every lesson. If this is done effectively then all students feel that their teacher believes in them enough to set work that challenges them. It will also mean that challenge becomes the normal experience for students in every classroom; this will help to support them psychologically when approaching new challenges in the future. It should start with the needs of the high potential students and then the teacher must support all students appropriately in order to help them make progress. This is the way we will raise the aspirations of all students, avoid talent bias and improve the all-round student experience at school.

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. This is built into the core curriculum with a dedicated session provided in the timetable. It will be complimented by other opportunities provided by individual departments outside of normal curriculum hours as well as through the high potential co-ordinator (or others) liaising with external agencies including: The Brilliant Club and University College Oxford amongst others.

Communication

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 through the school website or other communication routes. If a student displays exceptional ability in one or more subject area, then it may be that the school will establish contact with parents and carers to support them with ensuring we can work together to ensure the student makes appropriate progress, especially in circumstances where an individual education plan may be necessary.

The school will include the High Potential Students Coordinator in whole school parents' evenings and other events including year 7 information evenings. This will provide an opportunity for parents to ask questions 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 school.

The school will make every effort to maintain contact with 'hard-to-reach' parents through the small schools, endeavouring to use all options at our disposal to support students to achieve their full potential.

Monitoring and Evaluation

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

Every subject area or each group of students within the school's evaluation schedule will be judged on Progress 8. Individual progress towards an aspirational goal for every student is crucial.

The High Potential Students Coordinator will work with SLT and heads of department to monitor and evaluate the school's provision for high potential students in relation to the progress they would be expected to make.

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 and approach is delivered by all staff.

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

Evaluation Strategies

The co-ordinator for high potential students will maintain an action plan for the whole school provision using the NACE Challenge Framework. This results in a RAG rating assessment which clearly identifies areas to improve upon in order to raise standards.

Each year SLT and the co-ordinator for high potential students will ensure a range of monitoring exercises are carried out across the school, possibly including: focused learning walks; scheme of work quality assurance; data analysis; and stakeholder interviews. These could be carried out either by heads of learning area, high potential

links or the co-ordinator themselves. This monitoring will also include opportunities for surveys of students, staff and parents.

The high potential register and individual subject registers are used to monitor the progress of the whole cohort but also specific groups within this, including those who are pupil premium, SEND and EAL. Any '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.