



KING EDWARD VI COMMUNITY COLLEGE

HIGH ATTAINING & TALENTED POLICY

Approved and adopted by the Governing Body: TBC

Due for Review: TBC

If this is a printed version of this policy it may not be the current version. Please source this policy electronically from the staff policy folder for the most up to date version.

This policy should be read in conjunction with our Reporting and Assessment Policy, Pupil Premium Policy and Teaching and Learning Policy.

Rationale

KEVICC aims to develop the full potential of every individual student in our care and we recognise that this means the full development of the different parts of individuals' lives. It is the duty of the College to provide opportunities, through its mainstream academic and pastoral organisation, that ensure that the skills and understanding of all students may progress at an appropriate pace, and we are committed to raising the achievement of all our students.

It is a vital strength of KEVICC that we have students who display a wide range of abilities and talents. Our definition of **high attaining and talented students** recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a student may possess this potential although performance may not currently reflect this.

Definition

High attaining students are defined as those starting secondary school in Year 7 attaining a scaled score of 110 or above, in any of their end of Key Stage 2 tests. We recognise that a student may possess this potential although performance may not currently reflect this.

Faculties and departments are asked to identify any students who demonstrate **talented** dispositions and traits within their subject area.

Identification

We aim to implement a process of identification that is continuous, rigorous, transparent, fair and flexible. Identification will be informed by standardised test data and information from transition.

- **CATs** score of 126 or above in any one section of the CAT tests (verbal, quantitative or non-verbal) or a score of 120 or above in any two sections
- **KS2 scaled scores** those achieving over 110 in any of the Key Stage 2 tests (reading, writing, maths)
- **KS3 levels** those achieving level 7.2 in English, or level 7.5 in Maths.

Students identified through this method will remain on the **high prior attainment register (HPA)** throughout their school career and will be closely monitored. This register will be centrally accessed through SIMS. This cohort will be referred to as **HPA**.

An important sub-group within our high prior attainment register are our students eligible for the **Pupil Premium** (referred to as **HPA PP**). Similarly this sub-group will be identified and their progress closely monitored.

Departments will also be asked to identify any students who may demonstrate **talented** traits in their subject area. Staff will use their **departmental identification criteria** and **pen portraits**, alongside their professional judgement, to identify learners. External identification from parents, carers, clubs, societies and other relevant outside agencies or organisations may also be considered

as part of the identification process. These talented students will be monitored at faculty level and their needs provided for.

Students may be added to or removed from departmental registers; staff involved in the process should be especially mindful of those who may be regarded as underachievers or who may be 'missed' by the use of such criteria.

Expectations

High attaining and talented students can expect:

To be informed that they are high attaining and talented, to receive an explanation of what this means and what it entitles them to.

To be challenged from reception into the College, due to effective and informed transition partnerships with their feeder primary school.

For lessons to contain appropriately challenging and stimulating learning that engages and stretches their knowledge, understanding and skills.

To have appropriately challenging targets in all subjects, and know the steps needed to work towards these targets

To have their attainment and progress reported on – in line with the College reporting schedule – and monitored by classroom teachers, RSL/faculty Leaders, their Head of House and the wider SLT.

If underachieving, or failing to make progress, high attaining and talented students can expect further intervention and monitoring as appropriate.

Effective careers information, advice and guidance to inform their next steps.

All teachers will:

Promote an ethos of high expectation and aspiration.

Ensure awareness of all students with high attaining and talented status in classes taught (use of data-rich seating plans).

In lessons, high attaining and talented students should be catered for in terms of stretch and challenge as part of day-to-day differentiation practice. Out of lessons, set appropriately challenging home learning opportunities for consolidation and extension.

Ensure that SIMS inputted data is accurate, so that analysis of high attaining and talented students' attainment is accurate and subsequent interventions impactful.

Establish specific classroom interventions for underachieving high attaining and talented students.

Attend relevant CPL where appropriate.

All Heads of Faculty/Raising Standards Leaders will:

Ensure that staff within departments are aware of students they teach who present with **HPA** and understand the meaning of this and how to cater for their needs in lessons – provide any subject specific support, intervention or CPD (such as modelling best practice).

To monitor the **gap** between **HPA** and **HPA PP**, to ensure equity and consistency of progress across both cohorts.

Use **departmental identification criteria** and **pen portraits** to identify **talented** students specific to their subject and ensure these are shared with and known by their department.

Take account and comment on high attaining and talented provision, attainment and progress in lesson observations.

Track and monitor the progress of high attaining and talented students in relation to their targets, ensuring appropriate and impactful intervention is then actioned.

Arrange enrichment activities (e.g. trips, special projects) to motivate, stretch and challenge high attaining and talented students.

All Phase Coordinators/Heads of House will:

Identify and monitor **HPA / HPA PP** students within their phase and house, including their attendance and punctuality.

Identify any underachieving or non-progressing HPA within their year group – report any concerns to Link SLT and relevant Head of Faculty/RSL.

Working with Heads of Faculty / RSLs / learning mentors to establish appropriate intervention strategies for underachieving / non-progressing HPA within the house group. If underachievement or lack of progress is determined to be routed in predominantly pastoral issues / problems, Heads of House may take charge of the intervention and monitoring, involving other agencies if appropriate.

Lead SLT responsible for high attaining and talented students will:

Use KS2 prior attainment data (and any other significant data) to identify the cohort of HPA. To ensure primary transition information is fit for purpose, to ensure Year 7 students 'hit the ground running'.

Use KS4 data to identify students with a 'B' grade average to determine HPA status at KS5.

Communicate an up to date list of HPA to teaching staff, at least annually (autumn term), and at subsequent intervals throughout the academic year if alterations are made.

Communicate with parents of high attaining and talented students (autumn term letter as starting point), informing of what status means, our expectation and how parents can support. As required, parental information sessions may be held, and a dialogue with parents may be maintained through electronic means.

Liaise with data management team to enable identification of non-progressing / underachieving HPA at KS3 and KS4 – communicate names as appropriate to teaching staff. Focus on the gap between HPA / HPA PP.

KS5 under-achieving HPA to be identified and methods of intervention to be discussed and implemented through liaison with KS5 management team.

Implement appropriate interventions through both academic and pastoral routes as appropriate.

Liaise with the Lead SLT for Pupil Premium to ensure HPA PP receive effective careers information, advice and guidance. To ensure this is evaluated and its impact analysed.