



Castle View
Enterprise
Academy

High Potential Student Policy

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SIGNATURES:

Principal	
Chair of Governors	

1. Rationale

At Castle View Enterprise Academy, we will correctly identify and monitor our most able students (HPS), ensuring they are suitably challenged and supported to maximise their potential; preparing the learners of today to become the leaders of tomorrow.

We identify and provide for the specific and special needs of the most able students.

We recognise that students may possess exceptional talents or skills in one or more of a range of ways, including exceptional academic ability, specific aptitude in a subject, especially creative or productive thinking, leadership qualities, ability in creative or performing arts and sporting ability.

We will ensure that such students are able to develop, enjoy and celebrate their talents to the full within a supportive and appropriately challenging environment.

We believe that the most able students (HPS) need just as much support, guidance and encouragement as the less able.

We believe that raising the standards attained by HPS helps to create a culture of high expectations, raises the expectations of all students and raise the standards of the whole Academy.

2. What do we mean by High Potential Students?

We use the term High Potential Students to identify all children who are classed as “Higher Prior Attaining” students. Higher Prior Attaining students are defined as those who have achieved the highest SATS scores in Year 6 and the highest CAT scores on entry in Year 7. This accounts for approximately 15% of each year group.

The initial list will be prepared each September by the Vice Principal responsible for High Potential Students. This list will be distributed to Staff for modification and the addition of “talented” students in different subject areas. If a child is thought to be someone who would benefit from the scheme, we will contact parents/carers. It is essential that most able students are stretched and that we have adequate provision and resources to support this.

3. Aims:

- To provide a broad and balanced curriculum, which is both challenging and enriching. The particular needs of High Potential Students will be met through intellectual, creative or physical stimulation, and enriched curriculum opportunities, in order to develop a higher level of thinking skills. This will often be achieved through quality first teaching that teaches to the top;
- To provide a greater emphasis on creating opportunities for talents to flourish;
- To help High Potential Students to be positive about attainment and achievement, creating an ethos of learning across all students;
- To ensure staff welcome the challenges that High Potential Students present;

- To ensure staff are comfortable and confident about working with High Potential Students, and feel supported in challenging our most able students;
- To be an Academy that celebrates and publicises high individual and group achievement;
- To be an academy that engages parents and carers of High Potential Students with a view to supporting and enhancing their academic journey.

4. Objectives of the policy

This policy exists to clarify what we see as best practice and to clarify the expectations the Academy has for staff and students to ensure that all our High Potential Students learn well in every lesson and make progress according to their ability.

5. Application

5.1 Identification of High Potential Students

5.1.1 The Academy will identify a High Potential Students cohort of around 15% of the Academy roll. In addition, each subject area will identify its own cohort of students who show particular ability in that subject.

A wide range of methods will be used to identify High Potential Students including:

- National tests - SATS
- Standardised tests – CATS
- Teacher observations and assessments
- Performance in tackling challenging work
- Parental information

5.1.1 We will make every effort to ensure that students with a high potential, but who may not be reaching that potential (able under-achievers) are identified, and not simply those who are already achieving at a high standard.

5.1.2 The High Potential Students cohort will be regularly updated to ensure that any students who show developing talent either within a particular area, or generally, are included within the cohort. As a consequence, the cohort of students identified as High Potential Students in year 7 may change. Students identified by these criteria will form the Castle View Enterprise Academy High Potential Student Register. The register is stored electronically and updated as required by the Vice Principal with responsibility for High Potential Students and the subject area teams. The register is used to identify the cohort of students so that relevant parties can be informed and advised to provide appropriate support including; teaching staff, students and parents/carers. It is used to identify students for whom curricular and extra-curricular High Potential Students provision should be made available. This is stored in the Staff area along with High Potential Students statements for each subject area, and a log of extracurricular activities related to enhance the experience of the High Potential Students.

5.2 Provision in the Classroom

- 5.2.1 All schemes of work must show the academy strategies of challenge thinking, modelling, questioning and feedback to differentiate and set the appropriate challenge for HPS.
- 5.2.2 HPS must be allowed to move on more quickly to more challenging activities, which help higher order thinking skills or to undertake more independent study. HPS should experience activities that promote and develop higher order thinking and problem-solving skills and develop their ability to undertake more independent study.
- 5.2.3 We recognise the importance of establishing the extent of each student's prior knowledge and understanding, in order to avoid unnecessary repetition of work, which is both boring and very de-motivating.
- 5.2.4 All subject areas will have a HPS policy statement, which addresses provision for the most able students, highlighting the distinctive nature of each subject area, and subject specific checklists of ability for use in identification of HPS by each subject area. This statement also includes how HPS will be catered for in timetabled lessons for that subject area, and the extra-curricular opportunities that are provided by that subject area.
- 5.2.5 A wide range of enrichment activities will be offered in the form of after or before school clubs, which are often very appropriate for HPS. This does not, however, exclude other students from joining these clubs or activities.
- 5.2.6 HPS students will be given access to specific, appropriate and targeted advice and guidance.

5.3 Mentoring and Pastoral Care

- 5.3.1 We recognise that the most able students may have particular needs and care will be taken to ensure that they receive appropriate pastoral support. The Vice Principal responsible for HPS will liaise with tutors, subject teachers and senior staff in relation to specific provision. The following initiatives may be provided:
- All identified High Potential Students' progress will be monitored through data produced at tracking points throughout the year, and through analysis of behaviour tracking.
 - There will be appropriate interventions if problems such as underachievement are identified and exceptional performance will be celebrated.
 - Frequent contact is made with parents to highlight the work being done to support their child and experiences available to their child.
 - An overall action plan to support improvement for the provision of HPS within the Academy.

5.4 Staff training

Appropriate training is provided for staff to ensure staff have the skill and knowledge necessary to provide high quality provision for HPS. Training will enable staff to teach in lessons and set work which develops higher order thinking skills.

5.5 Roles and Responsibilities

- 5.5.1 The Vice Principal with responsibility for HPS, will oversee and monitor delivery of the provision for High Potential Students.
- 5.5.2 Subject development leaders and teaching staff will identify students in their subject area and deliver a curriculum that supports challenges and is differentiated to reflect the needs of their HPS. They will work with their subject area staff to produce a policy statement which outlines the provision for students in the HPS cohort both in and out of lessons.
- 5.5.3 Subject staff will use their knowledge of the prior attainment and strengths of each student in planning effective lessons to support progression of HPS.

6. Intended Impact and Outcomes

- To ensure that all students make the best possible progress, whatever their ability.
- To encourage a greater number of students to move on to challenging and aspirational college courses/sixth form courses/apprenticeships and prestigious independent and other schools after leaving the academy.
- To raise the percentage of students achieving Grades 7 to 9 at GCSE.
- To raise the cultural capital experiences of all students especially our HPS.

7. Monitoring and Evaluation

The provision will be monitored:

- through the whole school SEF and ADP;
- through lesson observations, learning walks and departmental reviews;
- through work sampling;
- through link meetings between Subject Development Leaders and the SLT link for HPS;
- through termly discussions with students in the HPS cohort;
- through tracking of progress of students in the HPS cohort and outcomes from public examinations.

