



# HOE VALLEY SCHOOL HIGH ATTAINERS POLICY

Person Responsible: Assistant Head Teacher  
Date Adopted: September 2017  
Date of last review: Autumn 2021  
Date of next review: Autumn 2022

## 1. INTRODUCTION

The aims of this policy are to:

- Ensure all staff are aware of the definition of a Higher Performer and the subsets, **High Attainer**, Gifted and Talented
- Ensure that leaders and teachers are aware of how the aforementioned subsets of students are identified and their role in the identification process
- Ensure all staff are aware of their role in securing a sweet spot of challenge for the high performers within and beyond the classroom for their subject
- Empower all staff in their own abilities to hold themselves to account regarding the attainment and progress of High Performing students

All students are more likely to acquire long term skills and knowledge if, within and beyond the classroom, they operate in their own “sweet spot of challenge” (or “challenge zone”, see graphic below). Learning is maximised when activities pitched to individual students are neither too easy nor so difficult that they become overwhelming.



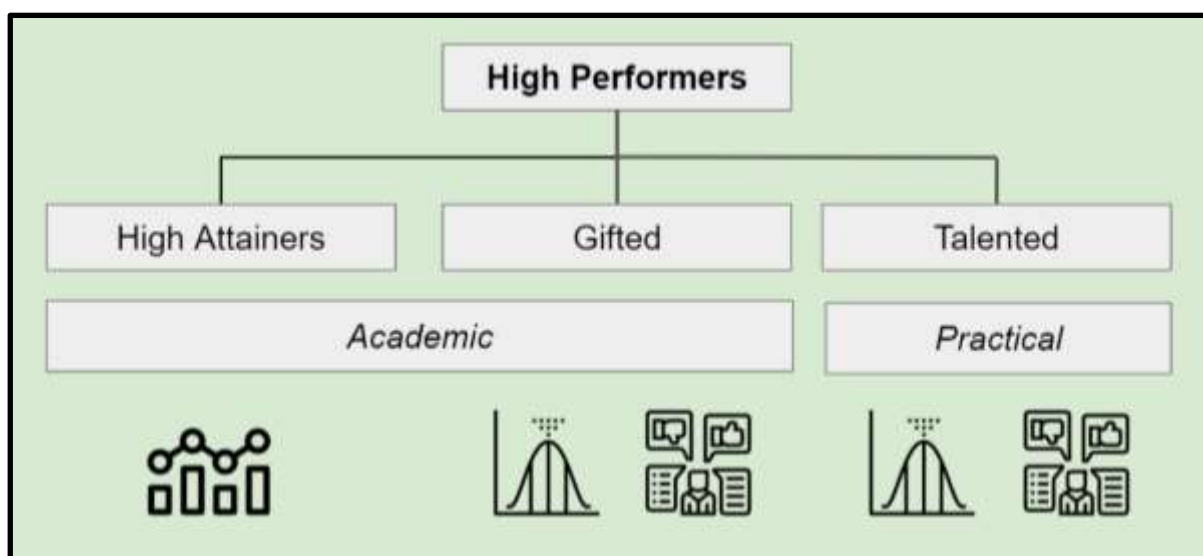
At Hoe Valley, we recognise that some of our students have the potential to excel in one or more subjects significantly beyond the average of their peers – these students are classified as “High Performers”.

We also recognise that our High Performing students will require carefully planned learning experiences, which allow them to operate within their elevated challenge zone, in order to achieve their outstanding potential. All staff have a responsibility to be aware of this cohort of Higher Performers and how they can meet their unique set of needs.

## 2. IDENTIFICATION OF STUDENTS

Identification of High Performing students enables staff to direct their attentions and planning in personalised ways to elevate the learning experience.

Both quantitative and qualitative data will be used to identify the three different subsets of High Performers, as described in the graphic and table below.



Subset of High Performers	Type of Data Used	Teacher(s) Responsible/involved
High Attainers	Quantitative Only	Assistant Head Teacher
Gifted	Quantitative and qualitative	HoFs and teachers of Academic Subjects
Talented	Quantitative and qualitative	HoFs and teachers of Practical Subjects

The High Performer Register will be formulated during the Autumn term and finalised for use before the Christmas break.

Students are never publicly labelled as High Attainers, Gifted or Talented; students should have a growth mind-set and believe their abilities are never fixed and that there is always hard work still to be done. In conversations with parents or students, staff should/could say that a student has a “particular flare” for a subject, or similar. The High Performing Register is for staff alone to better direct and evaluate their attentions.

## **High Attainers**

The SLT lead responsible for leading on High Performers will use the KS2 SAT scores in English and Maths to identify High Attainers. High Attainers are students whose data would suggest that they have the potential to excel in academic subjects. The High Attainer list will be formalised within Autumn 1 for incoming year 7 and will remain static throughout their time at Hoe Valley. High Attainers should normally form 10% of any year group.

### *High Attainer “Selection” Criteria*

- A score 111 or more for KS2 Mathematics

#### **And/or**

- An average score of 111 or more for Reading and Writing (collectively their KS2 English)

## **Gifted and Talented**

Gifted students are identified as those who demonstrate abilities significantly above peer average in academic subjects e.g. the EBacc subjects.

Talented students are identified as students who demonstrate abilities significantly above peer average in practical subjects e.g. PE, Arts and DT.

The Gifted and Talented subsets of High Performers enable Faculty areas to identify students who excel in their subjects using their own criteria, where the KS2 SAT scores correlated with student performance do not match up, possibly due to the nature of their discipline.

### *Gifted and Talented Selection Criteria*

HoFs, together with their faculty teams, will nominate a recommended 5 students in each year group as Gifted or Talented, using a range of quantitative and qualitative data at their discretion. In the first instance, faculties will have all of the Autumn term to determine their lists; in subsequent years, faculties will have Autumn 1 to review and alter the registers from the year before.

The Gifted and Talented registers are fluid; students can move on and off a register as their abilities change and develop over their 5-7 years at Hoe Valley.

Criteria for each faculty area will be appended to this policy in future versions. HoFs will be given until February half term, this year, to determine what they will need to see from students.

### **3. MONITORING HIGH PERFORMING STUDENT PERFORMANCE**

The registers of the High Performing subsets will be formally recorded on SIMS. As with SEN, PP and LAC students, HoFs will be responsible for monitoring the attainment and progress of the subset of students that align with their subjects. HoYs will be responsible for having an overview of the progress of High Performers across their year group. The SLT member responsible for attainment and progress will support HoFs and HoYs in providing access and analysis expertise to the termly data drops for these students.

Students that are determined to be underperforming will be the subject of staff discussions and wave 1 interventions. HoFs and HoY can expect High Performing students attainment and progress to feature in line management meetings following a data drop.

### **4. SUPPORTING HIGH PERFORMING STUDENT PERFORMANCE**

#### **In class**

Quality teaching first is the mainstay of all personalisation at Hoe Valley School. The classroom experience that a high performing student receives weekly, will have more impact on their progress and reaching their advanced potential than any wave 3 intervention or any one off extracurricular experience.

Staff should use a range of strategies to move high performing students towards their sweet spot of challenge. This could include, but is not limited to, reduced scaffolds, differentiated tasks, peer teaching, exam questions above phase, differentiated questioning and metacognitive reflection.

#### **Curriculum planning and delivery**

The classroom experience can be further enhanced by considered curriculum planning which could include, but is not limited to, increasing the breadth of topics beyond the national curriculum, increasing the depth of topics above phase and regular interleaving of unrelated units.

#### **Extracurricular experiences**

Although quality teaching first will have the most impact on student progress, we recognise that high quality extracurricular experiences tailored to our High Performing students can have a long lasting impact of their motivation and passion for a subject, inclusive of pursuing it to higher levels.

A minimum of one member of staff within each faculty will be designated, informally, as a High Performer Advocate with responsibility, in the first year of this policy, to plan and administrate an extracurricular learning experience for High Performing students in any year group.

In addition, a group of 12 High Attainers in Year 8 will be working with 'The Brilliant Club' during the first half of the academic year 2021-2022. These students will be enrolled on the Scholars Programme which gives them a university style experience led by a PhD mentor, under the

supervision of the SLT lead for High Performers. Students are selected for the scholar's programme based on their designation as High Attainers and the potential lack of higher education experience in their home setting.

## **5. QUALITY ASSURANCE**

Provision for High Performing students will be quality assured, quantitatively, through 3 yearly faculty learning walks. The quality of the lesson experience for High Performers will be assessed through the personalisation aspect of the Hoe Valley 6 (see Teaching and Learning Policy). HoFs will be able to determine the level of quality using assessment criteria from the national teaching standards.

Additionally, the pupil experience will be qualitatively determined through pupil voice. Students will be submitted a "Challenge Survey" google form at a mid-point in the year, which will then be used to develop the Hoe Valley High Performer policy in future years.