

# Policy to promote higher attainment for students with higher ability or specific talents or aptitudes

“At Hamilton we expect every child to achieve their very best and feel secure”

## Aims

We aim to lead our students to enjoy a **love for learning** in general and a special approach to subjects which they excel. We aim to support students in developing their **talents and aptitudes**.

The **Progress ROUTES curriculum** reflects our aim to inspire students to **aspire and aim high** where progress is presented as a continuum.

We aim to enable students to engage in and **nurture their interests** in lessons and in leisure time.

We aim to engage with more able students as individuals, making personal and social links with them through staff testimonials, **alumni** and other things which help students to flourish

We aim to lead students to aspire and have self-belief.

We aim to provide individual encouragement, support and practical help for students who are experiencing any form of **disadvantage (PP)** or barriers to learning or attaining higher levels and grade outcomes.

We aim to plan and develop the **curriculum** to reflect the highest aspirations for students so that they can progress to **further education** well equipped to continue their studies with their longer term **career aspirations** in mind.

We aim to plan and develop a variety of **teaching and learning strategies** to engage students in lessons and develop their own **independent** learning to help achieve their best outcomes.

We aim to ensure that students with higher ability are taught by **well qualified teachers** and receive additional opportunities for **study support**.

We aim to **inspire** students with greater potential to aim high and develop **skills** of enquiry, hypothesis, comparison and synthesis of ideas to a high level across subject areas.

We aim to lead students to adopt a **creative** and proactive approach to their learning activities, share their reflections and enjoy a sense of personal achievement.

We aim to **support** students who have higher potential for achievement through special arrangements if these are necessary and through one to **mentoring**.

We aim to provide **enrichment activities** and visits related to main subjects studied and wider possibilities fostering enthusiasm for individual interests and lifelong learning.

## Identification

The **Aspiration Databases** for each year group are created with students for staff information based on Aspiration Mentoring sessions

Students with the ability to achieve higher levels of attainment are identified at age 11 as part of the **transition process from primary school**. Pupils' **Key Stage 2 SAT results** provide a prediction and ability sets are constructed using these and other data.

Identified students are 'set' in the **JET** higher ability curriculum band in years 7, 8 and 9 and in the **Baccalaureate or Core and Wider Courses suited to their ability and interests at Key Stage 4**.

Students who **join the academy mid-term** with data are set accordingly and students entering from overseas with no data are assessed in English and in their home language. Students with limitations in use of **Standard English** but with recognised higher ability potential are given additional English Language support designed to help them **express their learning correctly** in a style which is expected in the **Examination** context.

Students with higher ability potential and particular talents or aptitudes are recorded centrally for staff reference to help inform their lesson planning, eg. **'The Register for Students with Higher Potential' / Aspiration Databases**

**Parents** are welcomed to comment on their child's ability and interests and adaptations are made if fresh information connected with a wider interest or talent emerges.

### **Curriculum and differentiated opportunities**

From September 2016 the **curriculum model** will enable clear **setting** of the more able and the 'opportunity' to study the **full range of Baccalaureate subjects**

**Careers guidance** is prioritised and made part of the strategy to raise the aspirations and develop the quality of work produced by more able students. Aspiration is central to careers education and guidance across the new workschemes implemented from September 2016.

Subject Faculty **Workschemes** are refined and differentiated to enable students with higher ability potential to engage with **challenging** tasks (The Challenge Strand), and progress at a **pace** matched to their ability. The positive changes linked with aspiration building with the more able are captured in the **"Normalizing Aspiration" guidelines** for staff which illustrate how the teacher and student can interact to generate practical aspirational outcomes for students as part of the **teaching and learning process**. In addition approaches in Learning Clubs and social interactions are demonstrated.

**Work sampling and Lesson Observations** include the quality of teaching and learning created for the more able with Key Stage 2 data and for students who have made good progress, usually EAL students who were mid-term entrants.

Guidelines for **differentiation** to foster higher outcomes for more able students are integrated into faculty practices **and monitored by senior staff links each term** and by Principal and Vice Principals during **exams analysis and after tracking**. The **Academy SEF and Improvement Plan** focus on improvements emerging each year.

**Extension** ideas and work tasks are planned in for students. Departments utilise ICT and other e-learning opportunities. Eg. Video links, FLIGHT Days, 'My Maths', "Show My Homework"

**Study Support** opportunities are offered to students with higher potential in English, Maths and Science and other courses at Key Stage 4 every day in twi-light sessions led by teachers and supported by a range of staff. Sessions are also calendared for **'Holiday Study'** February half term, Easter and May half terms.

**Support and Learning Interventions and Mentoring** are undertaken with individual students with higher potential. These include more able students who are **Pupil Premium, those with persistent absence or safeguarding / SEN/ illness concerns.** (See Helping Extras).

### **Additional opportunities and provision for students capable of higher attainment**

#### **Core and Bacalaureate**

Second modern language study opportunities (Leicester University partnership link)  
Early entry Religion and Ethics  
Masterclasses (Leicester University, Loughborough University, De Montfort University, Gateway College)  
Oxbridge partnership links through Widening Participation enrichment  
Easter study at Cambridge/ De Montfort Universities  
CD Rom independent study guide  
Young Enterprise - Industry Day Challenge linked with Company execs Club  
De Montfort University vacation Link School  
A Level Tasters  
Opportunities to study three separate sciences  
Space Centre educational visit  
Maths Challenge  
Doddle E-Homework  
Pupil Premium Higher Education Projects Visits  
Full range of GCSE Revision Guides at no cost to students  
QE, Gateway and Regent links - post 16 Evening  
Goal Setting Aim Higher  
Second Career interview focused on aspirational career pathway planning  
Student Leaders  
Student lead learners  
Cultural visits- Globe Theatre, European Parliament, Project Africa, Battle of the Bands, Bletchley Park, MP6 Leicester city youth into politics project, Leicester Cares Business Enterprise, Students' interviews with local industrialists..  
TED Talks for the more able led by a Teacher Advocate more able students

#### **Foundation and Creative subjects**

Students' love of the Arts and Sport is promoted throughout the Academy.  
Students are identified with talent or giftedness and are nurtured by staff in Academy and also often by key partners who link with Hamilton.  
Live at the Arc is a Hamilton based performance vehicle generated and loved by students where they are able to perform their music with real audiences on a weekly basis.  
Drama and the school production draw in many students who love these subjects in their leisure time as well as in GCSE study contexts. Parents enjoy the productions and show whole hearted approval.  
The visual arts are important for many students where they relish the opportunity to express their creative ideas. This is enriched by a history of art group which enables a good blend of creative interest, talent and learning. EAL students with little or no English have made excellent progress in this subject where they are able to express different cultural influences in their art.  
Sport remains a firm favourite with students, but individuals do excel in Area Sports, Local Football teams and at Leicester city Football Club link activities. Staff nurture students' talents and sporting

awards are celebrated with parents and others.

### **Monitoring and action planning for students with higher potential**

Tests and mini mocks are organized for students on a very regular basis. These results are used to inform action plans with students. Also 'Tracking' student progress is carried out 4 to 5 times each year for students at from year 7 to 11.

**Heads of Department** monitor the assessment judgments carried out by their staff. **Senior link staff** work with Heads of Department on a fortnightly basis to focus on development and target priorities. Progress of different 'key groups' are analysed with special attention to those students identified as 'more able', the **more able with Pupil Premium** or disadvantage, often with some absence difficulties, and the more able who are mid-term entrants with delayed Standard English. Levels progress of students in years 7, 8 and 9 on **ROUTES** and the Attainment 8 and Progress 8 outcomes are used as a basis for plotting improvements.

**Principal and vice principal and key link staff** undertake exams analysis with heads of department and action plans are agreed and improvements are monitored. Senior staff and **consultants** are assigned to work with identified heads of department and teams if 'groups' of students are not making expected progress.

**RAP meetings** identify students not making sufficient progress and interventions and **catch-up** strategies along with support from Counsellor or Nurse are planned in to try to ensure students make progress.

**The REACH Centre** staff form part of this support **intervention** where students with known **persistent absences** are especially prioritized. Often these are **Pupil Premium** students. **REACH staff Caseloads** are allocated to particularly target these students often with many layered needs even though they have the potential for higher achievement.

Follow up action planning takes place. Students receive mentoring ranging from light touch to daily support. Study Support sessions and bespoke learning interventions are carried out with students who are causing concern in specific subjects. Other types of agency or health support are arranged depending on the nature of concerns.

Students with higher ability potential who are absent because of illness or for other reasons are supported on an individual basis by key staff and a mentor assigned to more able groups or individuals through **RAP meetings**.

Students' improvement and successes are rewarded in the form of Prom vouchers for older students, and end of term trips as well as House Points and Well Done postcards.

Senior staff links monitor the effectiveness of the work of Heads of Departments and teams allocated to them. Improvement planning is based on analysis of teaching, learning, **work sampling**, marking and feedback, personalization and its effectiveness for students. **Student Voice** of the more able is taken into account and personalized follow up is undertaken if students make points which are a concern.

Teacher Advocate for the more able work with departmental staff in Triads and develop practical projects eg.. the Take Away Homework

The Academy SEF is based on the outcomes of these monitoring tools and Improvement Planning is constructed focusing on the improvements in practice which are needed to ensure quality outcomes and improved attainment levels for students.

The progress of 'more able' students is a focus of the **Governors Progress and Curriculum sub-committee**. Here the most able students and their excellent results are celebrated and also followed up in Achievement Evenings with parents. Monthly stars and other awards are presented to students throughout the year.

The **Governors' Progress and Curriculum sub-committee** consider and put forward changes for implementation which are geared to foster the higher achievement of the more able and other student groups. With regard to the more able, the **revision of the curriculum** model was undertaken from February 2016 and implemented anew in September 2016 where the setting and choices for more able students was significantly enriched. This development was also paired with changes in the **structure of certain Faculties** to foster a more single-minded approach to **promote high attainment of the more able**.