



Beamont Collegiate Academy

HIGH LEVEL LEARNER & TALENTED POLICY

Signature of Chair to the C&L committee	G Porter
Signature of Executive Principal	A Moorcroft
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1. Aims

- Every student matters at Beaumont Collegiate Academy. All students have a right to succeed through an education suited to their individual needs.
- We are committed to providing an environment, which encourages all students to maximise their potential and this clearly includes students who display some characteristics of giftedness and/ or talent.

2. Principles

- Each school will have a proportion of Higher level learners and/or talented students. The National Association for Able Children in Education (NACE) has suggested that all teachers should believe that there are these students in every class in every school.
- Higher Level Learners and/or Talented students should experience a broad and balanced curriculum throughout their school life.
- By providing the correct learning environment which meets a range of students' learning styles, children's true abilities may be revealed.
- High ability will be demonstrated where the curriculum offers a range of widely challenging opportunities. Identification methods that are not sufficiently flexible or continuous will inevitably exclude some Higher Level Learners and/or talented children.
- For Higher Level Learners and/or Talented students, the provision of extension and enrichment work offering higher-level cognitive skills will be necessary. This will most often be achieved through differentiation of the curriculum offered to all and it may require separate tasks to be set.
- Higher Level Learners and/or Talented students like their peers, learn best when they are actively and enthusiastically involved in the learning process and working to individually negotiated targets.
- In meeting the needs of Higher Level Learners and/or Talented students, their social and emotional well being must be paramount.
- Where additional opportunities are provided to meet the needs of individuals, access should be open whenever possible to others.
- Higher Level Learners and/or talented student should be catered for within their own school.

3. Identification of Higher Level Learners and/or Talented Students

- Before identifying any students in a particular area, we aim to ensure that all students have had a fair opportunity to learn and succeed in this area. This makes the identification process fair.
- A Higher Level Learners is one who has the capacity for, or demonstrates, high levels of performance academically in exceeding nationally recognised academic benchmarks.
- A Talented student is one who demonstrates a high level of ability in a more practical subject and is identified using subject specific criteria by individual staff members e.g:
 - Physical talent
 - Visual/performing art
 - Mechanical ingenuity
 - Outstanding leadership and social awareness
 - Creativity
 - Power of Analysis
- A talented student can be identified using a variety of methods. Identification should include elements of the following:
 - CATs scores
 - National Curriculum Tests
 - Teacher nomination (via formative and summative assessment data)
 - Peer Nomination
 - Parental nomination (Receiving information about a students talents outside of school)
- It should be noted that talented students can be:
 - Good all-rounders
 - High achievers in one area
 - Of high ability but with low motivation
 - Of good verbal ability but poor writing skills
 - Very able but with a short attention span
 - Very able with poor social skills
 - Keen to disguise their abilities (Deborah Eyre, 1973)
- All staff have a responsibility to recognise and value students' abilities.
- All staff should be aware that;

- Unnecessary repetition of work is de-motivating and de-motivated students will not always demonstrate potential
- There is sometimes peer pressure to under achieve
- Gifted students are not always easier to reach than other students

How are Higher Level learners students identified in teachers' planning documents or registers?

- These students are clearly identified on teachers' registers and also on a ClassCharts seating plans where data and personalised notes/ annotations are made to highlight strategies that are used by the teacher to address the needs of the student. These should be made available to class visitors/ observers during QA activities.

Tracking Progress and underperformance of Higher Level learners and/ or talented students

- The performance of a Higher Level learners and/ or talented student is tracked at regular intervals indicated on the Academies PACE timeline.
- Analysis of progress and underachievement is completed by each teacher followed by the Head of Department
- Following teacher and Head of Department analysis, classroom intervention strategies are put into place to address any identified students who are underperforming
- Success of any intervention will be reviewed by each Head of Department and classroom teacher following the next SIMS data collection and subsequent impact meeting
- Progress of these students as a cohort is also tracked by the HLL Lead teacher and senior leadership team with underperformance addressed by progress leaders
- All students have a mentor who regularly identify areas of strength and weaknesses
- High Level Learners from all years meet as a discreet cohort with a designated member of staff to allow for personal and group mentoring and intervention.

4. Provision for Higher level learners and talented students

- Opportunities for extension and enrichment are built into all schemes of learning. Each department should review their schemes of work regularly and ensure that departmental documentation states the identification process and what provision will be in place.
- As an Academy, we aim to:
 - Maintain a culture of success
 - Encourage all - students to be independent learners
 - Recognise achievement
 - Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
 - Provide a wide range of extra-curricular activities and clubs
 - Always provide work at an appropriately challenging level
 - Provide opportunities for all - students to work with like minded peers

5. Types of provision

- Classroom differentiation;
 - Differentiated curriculum provision
 - Teachers have high expectations
 - Tasks are designed to take account of levels of existing knowledge, skills and understanding
 - There are planned extension opportunities or open-ended tasks
Students are provided with a range of AFL opportunities
 - Blooms taxonomy is used to provide higher levels of questioning
 - Differentiated departmental extension stickers
 - Provision of pre and post learning and reading activities
 - Specific, targeted verbal and written feedback bespoke to the individual students
 - Designated time given for students to reflect, evaluate and improve their work
- School based provision
This will vary according to departments and is covered using a variety of methods;
 - Scholars groups in year groups

- School enrichment clubs
- School council
- Enrichment opportunities both in and out of the curriculum
- Opportunities for performance
- Specialist teaching
- Partnerships with other secondary schools and outside agencies
- Residential visits to FE/ HE institutions
- Out of school provision
 - Opportunities to attend national events
 - Faculties have specific career pathways providing opportunities for students to be involved in special events such as visits to workplaces, competitions, visiting speakers, mentoring:
 - STEM Faculty - Science Discovery scholarship, Medical, dental & veterinary, Engineering, Digital/ Coding/Programming
 - English Faculty – Law
 - Maths – Finance and Accountancy
 - Performance Faculty – Sports industry and professional sport and The Performing arts
- Pastoral Support
 - Progress leaders, Form Tutors and Pastoral Support Assistants have a responsibility for the whole child and so a knowledge and understanding of Higher Level Learners and Talented students within their group would be beneficial. The form tutor would be at the heart of knowledge and information about the student
 - The Pastoral Team should be a central part of the ‘can do’ culture and celebrate success.
 - Valuing and celebrating - student differences will help all - students in the tutor group.

6. Transfer and Transition

- The Assistant Principal responsible for transition will collect teacher assessments and end of key stage results to inform the transition process and provide initial information for the SIMS register for Year 7 students.

- Departments have forged links with Colleges and Universities to improve and aid KS4-5 transition.

7. Resources

- The Lead teacher for High Level Learners will be a champion for provision across the Academy
- The Lead teacher for High Level Learners will give identified staff access to training and development opportunities. This training will be disseminated via department meetings as appropriate.
- Staff will be given access to bespoke CPD and resources
- Resources and websites are referred to in the Teaching & Learning handbook.

8. Monitoring and Evaluation

- The Lead teacher for High Level Learners will ensure that the register is updated regularly
- The Lead teacher for High Level Learners & Lead Teachers for G&T will improve home/school liaison.
- Subject leaders will review long, medium and short term planning and bespoke HLL Curriculum provision..
- Students will be tracked and work samples carried out.
- The learner voice will provide evidence of- student provision.
- The Lead teacher for High Level Learners will audit school provision with the SLT LM against the Quality Standards.