

High Flyers Policy

Definitions

High Flyers

'High Flyers' refers to students who meet the criteria of any from:

- Key Stage 2 High Prior Attainer (KS2H)
- Cognitive Ability Test (CAT)
- Most Able
- Gifted
- Talented

KS2H

KS2H refers to students who have secured an average prior attainment in Key Stage 2 (KS2) reaching a threshold as banded by FFT Aspire. For this policy, **above average** refers to students who are KS2H.

Cognitive Ability Test (CAT)

'CAT' refers to a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language. This test gives insight into a student's ability to reason across four distinct batteries: verbal, non-verbal, mathematical and spatial. The results from this test supports in identifying student potential, including the identification of High Flyers.

Most Able

'Most able' refers to students who have the learning potential to achieve **significantly above average** (compared with the attainment of other students in their year group at The Hamble School) in one or more of the National Curriculum subjects.

Gifted

'Gifted' refers to students who have the learning potential to achieve **significantly above average** (compared with the attainment of other students in their year group at The Hamble School) in **academic** National Curriculum subjects (*all areas other than those listed below*).

Talented

'Talented' refers to students who have the learning potential to achieve **significantly above average** (compared with the attainment of other students in their year group at The Hamble School) in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

Significantly Above Average

'Significantly above average' refers to students within the top 10% when compared with the attainment of other students in their year group at The Hamble School.

Renzulli's Three-Ring Giftedness

Renzulli's 'three-ring' conception of giftedness defines gifted behaviours rather than gifted individuals. Renzulli argues that gifted behaviour consists of behaviours that reflect an interaction among three basic clusters of human traits, to include:

- above average ability,
- high levels of task commitment, and
- high levels of creativity.

To this end, in addition to the evaluation, and ongoing analysis, of both previous and current academic attainment, task commitment and creativity are included as criterion for being identified as a High Flyer. These criteria will be reflected in the curriculum area identification process.

These additional criteria have been included when identifying High Flyers to better:

- Support curriculum areas in identifying those students who have the potential to be highly productive, rather than simply selecting students with high prior attainment.
- Raise the profile of High Flyers within the student body, highlighting that more is required of students than high attainment; commitment and application of ability is also required.
- Raise awareness within the staff body that the provision for High Flyers also needs to encourage task commitment and creativity.

Task Commitment

Students with high 'task commitment' might demonstrate the following behaviours:

- Capacity for high levels of interest, enthusiasm, fascination and involvement in a problem, area of study, or form of human expression.
- Capacity for perseverance, endurance, resilience, independence, determination, hard work and dedicated practice.
- Setting high standards for their own work and developing an appreciation of aesthetics within their own work and the work of others.

Creativity

Students with high 'creativity' might demonstrate the following behaviours:

- Fluency, flexibility and originality of thought.
- Receptive to experiences that are new and different.
- Willing to take risks in thought and action.
- Sensitivity to detail and aesthetic characteristics.

Register

Whilst it is no longer compulsory for schools to maintain a register of students identified as '*Gifted and Talented*', The Hamble School continues to maintain **one** formal High Flyer Register for each year group. To become registered on The Hamble School High Flyer Register, students must meet the following criteria, in decreasing order of priority:

1. Mean CAT score of 120+.
2. At least **one** CAT battery score of 129+.
3. Identified by **five** or more curriculum areas as a curriculum-based High Flyer.
4. Where the above adds up to less than 10% of the year group then numbers will be made up by students who are identified by **four** or more curriculum areas, then pupils who are identified by **three** or more curriculum areas.
5. Where the above continues to add up to less than 10% of the year group then numbers will be made up by the top 10% of the year group for average (Y8-11) or combined scaled score (Y7) in KS2 English and Maths within The Hamble School.

Where a student is identified as a High Flyer in a range of curriculum areas, appropriate provision will be put in place by the Director of Progress and Attainment for these students (*see Enrichment*).

Once a student has been included on the whole school High Flyers Register, the parent(s) / carer(s) of the child will be notified by letter that outlines exactly the implications of this. Registration as a High Flyer will be reviewed annually after the final Progress Report (PR) data collection for each year group. In addition, registration is dependent on the student continuing to meet the criteria detailed above.

Where Directors of Learning express concern about the progress of a student on The Hamble School High Flyers Register, this will initiate appropriate intervention strategies aimed at improving performance (mentoring / teacher meetings / parental meetings).

Should a student not continue to meet the curriculum-based criteria to be registered on The Hamble School High Flyers Register, the student will be highlighted to the Director of Progress and Attainment. This will initiate appropriate intervention strategies aimed at improving progress (*see above*). This intervention will take place in the Summer term and at the start of the new academic year. Parent(s) / carer(s) will be notified of this in writing.

Should a student fail to respond to the intervention, the student will be removed from The Hamble School High Flyers Register, though remain on the High Flyers List. This will enable the student to re-register on The Hamble School High Flyers Register in the event they meet the curriculum-based criteria. Intervention strategies, however, will continue to support the student in overcoming areas of underachievement.

Note: Students registered as High Flyers through their CAT performance will remain on the High Flyer Register throughout their time at The Hamble School.

List

In addition to The Hamble School High Flyers Register for each year group, the school will also maintain a High Flyers List that will list all students that are identified by one or more curriculum area. This data will then be used to select students that will be recorded on The Hamble School High Flyers Register (*see above*).

After each Progress Report (PR) data collection for each year group, each curriculum area will identify their **most able** students. At the end of each first and second term, each curriculum area will be asked to review their list of curriculum-based High Flyers. However, this is only to add students who have consistently met the curriculum area criteria to the list and who may have been missed.

Towards the end of each academic year, each curriculum area will be asked to review the High Flyers List for each year group. At this point, the following are possible:

- Students currently on the High Flyers List remain on the list – **no additional evidence is required**.
- Students currently **not** on the High Flyers List but now meeting a curriculum area's criteria to be added to the High Flyers List – **no evidence required**.

- Students currently on the High Flyers List who no longer meet the curriculum area criteria can be removed to the register – **curriculum areas must give brief reasons to the Director of Progress and Attainment for this in writing. The reasons could include concerns surrounding: behaviour, homework, effort, absence, attainment and must include any interventions already put in place.**

This information will then be used to form the High Flyers List for the start of the following academic year.

Year 7 Students

Since Year 7 students are new to the school there is lack of qualitative and quantitative data available for identification purposes. As such, identification of students may involve the triangulation of data collected from the following methods:

- Cognitive Ability Test (CAT) completed during the Year 6 transition process.
- Primary teacher referral during the transition process.
- Curriculum area referral as mentioned above.
- Parental nomination where parents will be invited to share information regarding areas in which their child demonstrate traits of being a High Flyer.
- KS2 combined SAT results.

At the start of the second term, curriculum areas will be asked to identify High Flyers to add to the High Flyers List.

Additional Methods of Identification

If, at any point, a curriculum-area is concerned about a student's registration as a High Flyer, it is the responsibility of the Director of Progress and Attainment to investigate this. To support this, a pro-forma will be made available to Directors of Learning for each curriculum area so that they can notify the Director of Progress and Attainment of any concerns of students who are underachieving and, more specifically, who might not reach their target by the end of the year. This is so that appropriate intervention strategies can be put in place to improve progress and attainment.

Provision

Curriculum

- It is the responsibility of curriculum areas and classroom teachers to ensure that all students are given work that is suitably challenging, enabling each student to achieve their potential.
- Directors of Learning should ensure that each scheme of learning outlines provision for High Flyers at The Hamble School.
- There is an aspiration to grades 9-7 or A/A* for High Flyers, embedded in schemes of learning, teaching strategies and subject-specific assessment strategies, and will be tracked at an individual and whole school level.

Enrichment

One purpose of enrichment / extra-curricular provision should be to provide opportunities for High Flyers to use their skills in areas outside of the National Curriculum. Each curriculum area is asked for volunteers who feel that they could offer an enrichment activity. These activities should challenge and inspire students. Such activities may include:

- Junior Maths Challenge
- Chess Club
- School Production
- Theatre Visits
- Mock Trial Competitions (Citizenship)
- Visiting Speakers, Lectures and Visits to Universities

It will also be appropriate to enter local and national competitions aimed specifically at our High Flyer students. It will be the responsibility of Directors of Learning to arrange this.

Other activities and provision for High Flyers will be based on the interests of the students that make up The Hamble School High Flyers Register and may vary year by year.

The Director of Progress and Attainment will also be responsible for providing enrichment that aims to raise aspirations of the students on the High Flyers List, such as:

- Reach for the Stars Enrichment Days
- Mini-Extended Project Qualification (mini-EPQ)
- School-based University Workshops
- Masterclasses
- Higher Education Careers Fair
- Student Mentoring / Ambassador
- Work Experience Placement
- Parent Information Evenings

Mentoring

Any student on The Hamble School High Flyers List who underperform on their Progress Reports (PRs), or any students that are notified to the Director of Progress and Attainment as underperforming, will be mentored. The aim of this will be to improve performance by identifying problems, finding solutions to these problems and then planning for improvement. There is also a planned programme of group mentoring to raise individual aspirations and provide school and peer support for high attaining students which will launch in September 2017.

Monitoring

An annual impact report will be submitted to the Senior Leadership Team (SLT) to review the effectiveness of any strategies put in place. This will include, but is not be limited to, the following:

- Analysis of The Hamble School High Flyers Register and High Flyers List, in terms of gender, ethnicity and movement on and off the register.
- Performance of the High Flyers cohort, compared against Estimated Attainment Grade (EAG) and Hamble Factor (HF) targets.
- Whole school attainment at grades 9-7 or A*/A, including a breakdown by curriculum area.
- Details of enrichment activities.
- Details of mentoring activities.
- Developments in teaching and learning and curriculum provision, which impact particularly on the High Flyer cohort.

Teaching and Learning

To further support our High Flyer students to stretch themselves within lessons, The Hamble School are introducing a new teaching and learning strategy in January 2017. Where students may have previously used an 'extension task' in a lesson, instead students and staff will replace these with '**Go Further**' activities.

This strategy will endeavour to raise both the expectations and aspirations of **all** students by creating a 'top down' effect within the classroom and a culture of consistent challenge. When students 'Go Further' with their learning, they will write in **purple pen** to clearly identify where students have challenged themselves within their lessons.

Review Cycle	3 Years
Policy prepared by	TWS
Committee responsible	Learning & Achievement
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