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Bishop Challoner School



Advanced Performers Policy



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At Bishop Challoner School, we recognise that all pupils are individuals with their own strengths, gifts and talents. Within this range of individuality, there are pupils who are Advanced Performers.

Equal Opportunities

We consider that every pupil has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to an education which challenges, motivates and rewards them, so that they can fulfil their individual potential.

To achieve equity of provision for all we will:

- Continue to develop the provision of an education appropriate to the abilities and needs of all our Advanced Performers
- Create supportive and challenging opportunities for all learners
- Promote school-wide excellence and continue to strive to raise standards
- Offer significant challenge across the whole curriculum
- Encourage and support teachers and teaching support staff to identify and meet the needs of the able through a range of appropriate teaching strategies and challenging differentiated learning opportunities
- Encourage all pupils to develop specific skills and talents – including social, cultural, spiritual and emotional.

Definition in the Senior School

An 'Advanced Performer' is one 'who has the capacity for or demonstrates high levels of performance in one or more academic areas' and is in the top 5-10% of the year group; And/or is in the top 5-10% in non-academic areas such as: physical talent, artistic talent, musical talent, talent in drama, mechanical ingenuity, leadership qualities and high creativity.

<p>Top 0.01% IQ: 150+</p>	<p>Profoundly advanced</p>	<p>Top 10%</p>
<p>Top 2% HMI definition: 'that tiny minority which is capable of functioning at a level several years beyond its age group, the exceptionally able' Acceptance level for membership of MENSA IQ: 130+ Capable of working 2-3 years or more beyond their chronological age</p>	<p>Exceptionally able pupils – these are amongst the top 1-2% of the population. They have a wide range of capabilities and a broad span of interests. General attainment is exceptionally high.</p>	

<p>Top 5% HMI definition: 'very able'. Minimum acceptance level for entry Advanced Performer. IQ: 125+ Capable of working 2 years or more beyond their chronological age.</p>	<p>Very able pupils – These are amongst the most able 5% of the whole range of ability. They have very high attainment in literacy, mathematics and/or other areas of the academic curriculum.</p>	
<p>Top 10% Defined by EIC schools within the context of each school's intake. IQ: 120+ Capable of working beyond their chronological age in one or more subjects. Usual minimum entry to Grammar schools.</p>	<p>Able pupils – these are pupils who have a rich talent in a particular sphere of activity, which may not be intellectual or academically of high status. This ability may not be matched by ability in other areas of the pupil's educational attainment. The term talented is linked to an area such as art, music, and sport rather than general all-round ability.</p>	

Identification in the Senior and Preparatory Schools

- Records from previous schools
- Entrance Examination
- Test and Examination results (e.g. music examinations, dance examinations, sporting achievements, and other drama examinations, etc)
- Baseline assessment data (CATS, INCAS, MidYS, Alis etc)
- The Preparatory school uses Rising Star assessment criteria where pupils achieve 'above expected progress' are used to identify Advanced Performers
- The Senior school uses national curriculum levels, summer and mock exam results as well as the school's assessment policy outcomes to identify Advanced Performers
- Extra curricular involvement.

Teacher Identification

Each department should produce specific identification strategies applicable to their subject or aspect of the curriculum which will enhance the core methodology used (appendix i)

Scholarships are offered in certain areas for those pupils who demonstrate abilities and talents in academic work, music, art, performing arts and sport. 11+ and 13+ papers are used to identify pupils for Scholarships.

Strategies

Curriculum

The strategies employed will depend upon the individual learning needs and circumstances of the pupil concerned.

However, in general the following strategies will be applied as appropriate:

- Subject-acceleration where appropriate
- Pupil experience involving various forms of enrichment and extension of the regular curriculum, leading to a more complete development of concepts, principles and autonomous learning activities
- Encouragement to enter competitions (e.g. NACE)
- Encouragement of Independent Learning (eg: Higher and Extended Project Qualification)
- Bright Sparks projects
- Differentiation within every classroom, with an ethos of stretch and challenge
- Differentiated homework – providing greater challenges for the gifted student
- Development of higher-level thinking skills that are clearly embedded in all schemes of work
- High and appropriate expectations
- Discussing the quality of learning and standards achieved with the pupil through academic review
- Use of open ended questions and problems
- Classroom support
- Access to online resources
- Contact with outside agencies eg: liaison with industry/commerce
- Enrichment and Extension projects (Higher and Extended Project Qualification)

Enrichment and extension

Differentiated activities specific to the pupil's needs are a major way of providing for the development and support of Advanced Performers. Ways of doing this can include:

- Providing activities which encourage depth and sophistication, including the use of questioning, thinking skills and problem solving and which are capable of producing different outcomes
- Providing work at different levels to match the rate of progress of the pupil including the use of skills in ICT, research, recording, and communication
- Offering opportunities for able pupils to work with other able pupils

Extra-curricular activities

- Completion of the Duke of Edinburgh Award, Bronze and Silver
- Participation in various productions
- School clubs/lunchtime and after school activities – a wide variety in number and character are available – many for those with specific talents in drama, music, and sport

- The opportunity to participate in local and national competitions in creative and academic areas of the curriculum
- Holiday courses and activities in areas such as the performing arts, sport and cultural visits
- Educational visits to lectures, linked to the core and extended curriculum
- Holiday enrichment activities
- Enrichment club (in the Preparatory School)
- Quiz Club competition (in the Preparatory School)
- LAMDA (London Academy of Music and Dramatic Arts), open to pupils from Year 3 to Year 12.

Partnership with parents

In the Senior school:

- parents are notified on an individual basis regarding school opportunities and extra-curricular activities for identified pupils
- advice and guidance is provided on a regular basis
- home - school challenges such as holiday enrichment activities are encouraged

In the Preparatory School:

- a discussion is had between a parent and their class teacher and these discussions continue to take place with parents throughout the year and also at parent evenings.
- appointments to see their child's class teacher and Advanced Performers can be made at any point throughout year
- children are invited to Bright Sparks Club.

Leadership and management

The Senior Leadership Team will:

- Monitor the system for identifying and tracking Advanced Performers
- Work with the Head of Advanced Performance and the Heads of Department to identify pupils in this category
- Inform all staff so that they are aware of the key developments in the education of Advanced Performers
- Work with staff when appropriate to promote suitable extra-curricular activities to support pupils
- Support differentiated classroom enrichment and extension provision according to the individual needs of pupils
- Support high quality staff training (led by the Head of Advanced Performance) on the education of Advanced Performers and to encourage staff to attend additional INSET
- Encourage the school community to celebrate achievements
- Review the Advanced Performers policy annually

Roles and responsibilities

The role of the Head of Advanced Performance embraces the following areas:

Audit, planning and review

This includes:

- system effectiveness, in terms of provision of pace, breadth and depth within the curriculum that will support the full development of the individual and allow recognition of talents beyond the academic
- professional development facilitated by subject leaders. It is their responsibility to maintain team members' knowledge, skills and understanding at an appropriate level of 'expertise and scholarship' to teach the most able students
- communication between departments on provision for the Advanced Performers
- the effectiveness of transfer and transition from previous school(s) and between key stages
- the quality of support for staff and pupils, including support for independent learning; assessment policy and, in particular, the policy on entry to external qualifications
- equal opportunities, particularly where grouping and selection is involved
- Pupils' placement on the register will be reviewed annually in both the Preparatory and Senior School. A final register for each academic year will be completed by the end of the autumn term. However, pupils can be added throughout the year as long as the appropriate evidence is collocated and provided
- Book scrutiny – looking for evidence of stretch and challenge
- Organisation of competitions

Enhancing own knowledge, skills and understanding

- Becoming familiar with the range of strategies for identifying and providing for different types of ability
- Keeping up to date with developments and thinking in the teaching of Advanced Performers
- Keeping in touch with key national and local organisations through national networks e.g. National Association for Able Children in Education (NACE)

Raising awareness

The Head of Advanced Performance can change the emphasis of development work once it is clear that colleagues have understood and implemented basic strategies. In addition s/he can support individual development and collective institutional expertise by:

- supporting colleagues in applying a range of strategies and resources for identifying different types of ability in their own areas including social and leadership abilities
- increasing colleagues' awareness of the needs of Advanced Performers
- liaising with those with responsibility for INSET to ensure that staff have appropriate training and development opportunities in the identification of and provision for, Advanced Performers
- ensuring (through liaison with appropriate members of staff) that newly qualified teachers are supported in their work with Advanced Performers
- taking part in, organising and leading relevant continuing professional development and evaluating its impact.

Transfer and transition

Although it does not form part of the school's selection procedures, wherever possible information is collected from a pupil's previous school and through interview with a member of the Senior Leadership Team.

Transition to secondary school

Bishop Challoner School enhances the curriculum experience for Advanced Performers through planned links between the Preparatory School and the Senior School, including collaborative learning activities for pupils and staff development opportunities. Advanced Performers benefit from these links, which enrich their learning in the primary phase and ensure appropriate challenge and demand from the start of the secondary phase.

Transfer to secondary school can present both continuity and a fresh start. Clearly, it is of prime importance that the Senior school gains as much knowledge of the individual pupil's previous experience and achievements at either the Junior school or other feeder school in order to build on and extend these, as well as addressing gaps in experience or weaknesses. Any pupil entering the Senior School will need to meet the Senior School criteria identified in this policy in order to be placed on the Advanced Performers register.

Records for pupils arriving at Bishop Challoner will be requested from feeder schools and will contain:

- test scores in English, mathematics and science, preferably accompanied by reading age and other data
- assessment information for some or all of the foundation subjects (eg last school report)
- evidence of extra-curricular activities
- levels of achievement

Entrance examination results are considered before offering a place. Scholarships are offered in certain areas for those pupils who demonstrate abilities and talents in academic work, music, and sport.

Meetings with parents, pupils themselves and links with feeder schools are wherever possible encouraged to add to the profile of the individual to ensure that suitable provision is made.

Monitoring, assessment and review

Form tutors monitor patterns of work and achievement across different subjects via academic review

Heads of Section monitor the effort made and pastoral needs of pupils via the form tutor

Subject teachers will check whether pupils are on target through regular assessment.

Assessment must be in line with the assessment of learning policy, with formal assessments taking place every half term in the senior school

Heads of Department or subject leaders are responsible for monitoring the provision for Advanced Performance pupils in their subject area

Head of Advanced Performance works with each Department in the Senior School to review teaching strategies and good practice in order to implement and develop this policy. They will monitor the progress of identified pupils by conducting termly interviews to discuss their progress and to ensure appropriate targets have been set

The Advanced Performers Coordinator in the Preparatory School works closely with classroom teachers to monitor the progress of the identified pupils.

Professional development

INSET regarding statutory requirements will be identified by the Head of Advanced Performance

- Staff INSET is made available once a need has been identified and will be led by experts in the particular field (eg: phonics, handwriting, questioning, creating resources etc)
- Training for staff and departments who continue to raise both specific and general issues is provided at all levels: whole staff, departments, individual one-to-one guidance as requested
- Professional certificated training is encouraged
- General professional awareness through the provision of publications etc are features of our commitment to the professional development of staff.

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Tests

To assist in the identification and support of able, Advanced Performers, the following tests are used.

Junior School

Reception	Baseline Assessment MisYs End of year exams
Y1 –Y6	INCAS (September) End of year exams End of topic assessments Rising Stars assessment criteria in Maths and English

Yr 6-7	Entrance exams Scholarship assessment Interviews – general and for scholarships
Yr 7	Setting for selected subjects Internal exams MidYIS
Yr 8	Setting for selected subjects Internal exams
Yr 9	Setting and option choices Internal exams
Yr 10	Yellis
Yr 11	Mock exams GCSE 16+ Scholarship assessment (based on GCSE results)
Yr 12/13	Mock Exams AS Exams Oxbridge entries UCAS applications Alis

Non-academic – some pupils take exams in music, speech, drama (e.g. LAMDA and English speaking board exams) and dance. Additionally awards are also achieved for some areas of PE.

Appendix i

Criteria for identifying Advanced Performers Senior School and Preparatory School

Art

Criteria for the identification of talented pupils:

- High level of technical skill in a variety of media
- Understanding of complex ideas
- Imaginative and creative approach to briefs set
- Willingness to take risks
- The ability to work independently
- Genuine interest and enthusiasm
- Good quality outcomes
- Are sensitive to visual imagery
- Intellectually curious

Computing

- A mathematical thinker
- A logical thinker
- A detailed worker
- Can link things together
- Solid grasp of theory
- Uses Computing vocabulary
- How computer work and why it works that way
- Excellent observational skills when programming
- Independent problem solver
- Confident to try new programming techniques to solve problems
- Desire and confidence to experiment with programming software
- Instant understanding of new concepts
- Depth of understanding of programming language

English (Language and Literature)

A pupil who is advanced in English is likely to possess the following qualities:

- An avid, wide reader
- Articulate and confident, with something distinctive and personal to say
- Possesses a rich and diverse vocabulary
- Able to connect ideas and knowledge
- Perceptive use of detail
- Keenly observant
- A fluent writer, with a mature style
- Higher order thinking skills
- Effective debating skills
- A good listener and responds effectively to the ideas of others
- Able to lead discussion and move conversations onward

- Able to use supporting detail from texts
- Independent and self-directing
- Able to write extended, imaginative or rigorously analytical essays
- Sensitive analysis of language
- Imaginative and creative
- Literary insight
- Intellectually curious
- Asks searching questions
- Initiates projects
- Intense
- Enjoys learning
- Has surprising/unusual ideas

Geography

In Geography we look for pupils who:

- Show a desire for knowledge and a curiosity about the Earth, our planet
- Understand geographical ideas and use geographical skills correctly
- Make links between ideas and concepts and can relate them to specific case studies
- Think analytically and independently
- Express their ideas in a sophisticated and articulate manner using a variety of techniques

History & Classical Civilisation

Pupils who are advanced in History are likely to:

- Be able to understand written sources easily
- Can evaluate sources and cross refer them with others to corroborate or challenge
- Are quick to use information to produce a relevant argument
- Can summarise information accurately
- Are quick to see and understand both sides of the argument
- Uses historical terminology with confidence
- Can see the wider case and put information in context
- Contributes to discussion in class with confidence indicating wide reading
- Can develop an argument in writing, using evidence in support
- Displays curiosity
- Ability to adjudicate between conflicting hypothesis

Mathematics

- Instant understanding of new principles
- Solves problems in different ways – eg UKMT maths challenge
- Enjoys challenge of more difficult problems
- Quick to notice patterns
- Curious about why something works
- Imaginative
- Independent learner

- Appreciates proof
- Confident to try new topics
- Show curiosity about mathematics

Modern Foreign Language and Ancient Languages

- Excellent memory
- Very good and quick recall of vocabulary
- Ability to pick up new vocabulary
- Use of complex vocabulary from own research
- Ability to understand and assimilate complex grammatical concepts (eg: instinctive use of subjunctive once covered)
- Ability to see connections and implications within language structure
- Recognise patterns
- Transfers knowledge
- Ability to speak and write with flair, using sophisticated turns of phrase and idiom
- Sensitivity to nuances of language use
- Can use language creatively to write poetry, etc.
- Highly accurate
- Goes beyond the task

Music

A musically advanced pupil will:

- Be able to respond quickly and accurately to rhythms and pitch tests, retaining and reproducing musical phrases when required
- Be able to show developing control of their instrument and to show self-motivation and aptitude in learning new technical skills
- Be able to listen and respond to music of all styles with enjoyment and appreciation of mood, development of ideas, style and form
- Be able to work alone or with others to improve, evaluate and complete and imaginative composition, which handles musical ideas and resources well

Performing Arts

Talented pupils in Drama will show marked aptitude for their age in some of the following areas:

- They will grasp new concepts quickly and experiment successfully with different dramatic styles
- They will excel at performance or design skills
- They will learn lines quickly
- They will have the ability to do well in both performance and design work
- They will demonstrate a sophisticated degree of objectivity when analysing performance or design work
- They will demonstrate marked creativity/originality when developing work in progress

- They will have an advanced appreciation of the performance/audience relationship
- When studying texts, they will bring in cross-curricular links or references to other materials they have read
- They will be able to critique texts or performances within a wider context, with reference to themes/issues in society or the history of drama/theatre
- They will be independent learners who visit the theatre or read plays for pleasure

Physical Education

- High level of performance across multiple disciplines
- Exceptional skilled displayed in multiple disciplines
- Consistent application of dedication to multiple disciplines
- Physically strong with an high level of measurable fitness

It is important to recognise that pupils' strength can vary according to individual and team sports, so a pupil may be talented in an individual sport but not a team sport and vice-versa.

Religious Education

Advanced Performance pupils in RE should demonstrate the following in relation to the expectations of their Key Stage.

- Recognise and express personal feelings and empathise with others
- Construct and sustain a complex argument, integrating ideas from a number of sources
- Raise questions and see relationships between questions
- Show sensitivity towards social issues and are concerned about equality
- Think independently, to intervene appropriately and continue an argument
- Reflect upon and integrate different kinds of knowledge
- use intuition and personal experience as shared learning with others

Science

Pupils who are advanced in Science are likely to:

- Have mathematical ability
- Have good observational skills
- Are clear, logical thinkers
- Inquisitive and question 'what if.'
- Can link subject matter together
- Are good at data handling
- Know why you do fair testing
- Have perceptive explanations of the hypothesis
- Are good at extrapolating
- Uses scientific vocabulary
- Are good at using models in explanations
- Think 'outside the box'