



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

High Achievers and Talented Students (HAT) Policy

Policy adopted by FGB: September 2015

Date of next review: July 2019

Revised Date: July 2018

Responsible Committee:

Responsible SLT:

1. Principles

- 1.1 The College is dedicated to providing an outstanding learning environment where all individuals thrive.
- 1.2 This policy explains how we identify our high achievers and talented students in order to nurture and develop such individuals in a personalised way.
- 1.3 We define **High Achievers** as “individuals who have the ability and or potential to excel academically in one or more subjects. We define **Talented** students as “those who have the ability to excel in practical skills such as sport and artistic performance, or in a specific subject area”.

2.1 Identification

Students are identified as High Achievers using the following sources:

- Those who fall into the top 10% of their year group for Key Stage 2 average points score
- In Key Stage 4, those who have five or more teacher targets of grade 7+
- In Years 8 and 9, those who have seven or more teacher targets of grade 7+
- Those students who are eligible for pupil premium funding, who also fall into the upper band of attainment at Key Stage 2.

Students are identified as Talented using individualised subject area criteria and staff recommendation.

Other sources for identification include information from primary schools, parental information, assessment data and staff information.

2.2 Information about High Achieving and Talented criteria will be made known to staff on SIMs and to students on personalised letters home.

3.1 Curriculum Provision

The needs of High Achievers and Talented students are met as part of standard differentiated classroom provision. This may include:

- Encouragement of higher order thinking skills.
- Challenging learning situations where resilience is encouraged following failure.
- Exploring unusual topics.
- Use of more demanding material.
- Encouragement of independent learning.
- Targeted questioning.
- Encouragement of creative and imaginative thinking.

4.1 Enrichment provision beyond the curriculum

The South Molton College Enrichment calendar contains:

- Faculty specific trips and additional qualification opportunities.
- Workshop days
- Extra-curricular clubs
- Guest speakers
- Raising Aspirations
- Open days
- College visits and application support

5.1 Leadership and Co-ordination

The Pupil Champion for HAT students:

- Facilitates the identification process of HAT students.
- Ensures staff are made aware of these students and their needs.
- Supports staff in meeting these needs.
- Organises specific events and opportunities.
- Monitors the progress of HAT students through use of Sisra Analytics and liaising with Heads of Subjects.
- Lead staff discussions and raise awareness through discussion and INSET provision.
- Share resources and best practice to encourage outstanding classroom provision for High achieving pupils.

HOS and SLT Line managers:

- Monitor the progress of HAT students through mentoring data, Sisra Analytics and Raise Online data.
- Support the identification progress of HAT students.
- Support curriculum provision and enrichment opportunities to ensure the needs of HATs students are met.

Teachers:

- Plan and deliver well differentiated lessons as highlighted in 3.1.

- Support the identification process through making recommendations to HOSs.
- Provide extra-curricular opportunities for HATs students.

6.1 Monitoring and Evaluation

Evaluation of the progress of students is carried out by Pupil Champion for HAT students and HOSs by:

- Analysing examination results and assessment data.
- Discussions at department and year team meetings.
- Feedback from student council.
- Interviews with students, parents and staff.