



Blatchington Mill School

Aim Higher Policy

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Date to be Reviewed:	



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1. Policy Framework

At Blatchington Mill School we endeavour to provide every student with the support and opportunities needed to enable them to reach their challenging targets and to fulfil their potential.

Initiated:	Nov 2013
Groups Consulted:	Staff Students
Date Reviewed:	December 2015 by SLT
Audience	Parents Staff Governors Students
Policy located:	360 (Parents, Staff and Students)
Policy Format:	Full
Lead Member of Staff:	Kevin Cunningham



2. Aim Higher Policy

2.1 Aim

- At Blatchington Mill School we endeavour to provide every student with the support and opportunities needed to enable them to reach their challenging targets and to fulfil their potential. We have many excellent students who are achieving at a high level across the curriculum and these are identified through a rigorous process involving dialogue with classroom teachers, data analysis and in-class testing. As students pass through the three key stages we aim to provide them with stimulating experiences that broaden and deepen their subject knowledge, increase their awareness of opportunities beyond 11-18 education and ensure they remain highly engaged and focused on achieving excellence.

2.2 Our Philosophy

- We believe strongly that students at Blatchington Mill should be entitled to a rich variety of experiences in the time they spend in school. At the heart of this entitlement is access to stimulating and challenging extension activities on a day-to-day basis in each curriculum area. Extra-curricular enrichment will promote independent learning, the development of new ideas and raise aspirations. High quality information, advice and guidance will also provide them with greater understanding of pathways to further and higher education. We believe that raising the aspirations of students is central to them achieving their potential.



3. Structure

3.1 Definitions

These criteria are used to identify students who would benefit most from Aim Higher Support. However, this list is not exhaustive and the school recognises that aptitude may take time to reveal itself. As such, these criteria are reviewed annually.

- **Able:** Top 5 – 10% of students in school as measured by actual or potential achievement in the main curriculum subjects. Students demonstrate high ability in assessments and who are predicted or are attaining 5 A or A* grades across the curriculum. Cat scores of 135 +.
- **Gifted:** Demonstrate or have the potential to work at a level above their peers in a specific subject or area of the curriculum.
- **Talented:** Demonstrate flair, creativity and a performance at a level significantly ahead of their peers – in the areas of Art, Design, Drama, Music and Sport.
- **Art/Design:** Exceptional design, technique, inventiveness and creativity. Works at a level above their peers in class and in extra-curricular activities.
- **Drama/Production Arts:** Particular flair or ability in creativity and performance. Works at a significantly higher level in school work, extra-curricular performances in and outside of school. Shows a high level of creativity in design and operation of technical theatre disciplines.
- **Music:** Highly skilled compositional, instrumental, vocal performance and attainment. Works at a higher level than peers in lessons and extra-curricular activities.
- **Sport:** Outstanding performance in one or more sports at school level and/or regional/national presentation.

3.2 The AG&T Register

- The register will identify AG&T students who meet the criteria. This information will be indicated on SIMS and class lists for reference, tracking and analysis. This register will be reviewed annually and in the Autumn Term of each academic year.



3.3 Departmental Data

- **Gifted and Talented** students should be identified by departments. It will be up to departments to update their Gifted and Talented lists. Annually departments will be asked to evaluate their support for AG&T students.
- It is the responsibility of **Curriculum Team Leaders** to ensure that teachers in their subject are aware of the AG&T students and are challenging them accordingly in both classroom differentiation and appropriate extra-curricular activities. The **Curriculum Team Leaders** are responsible for ensuring that schemes of learning and resources make effective provision for challenging and stretching AG&T students. **Curriculum Team Leaders** must also evidence their provision for AG&T both in classroom practice and extra-curricular enrichment through their departmental plans and evaluations
- **Class teachers** have a responsibility for the progress of all students that they teach. They must be aware of AG&T students in their classes, ensure that they are appropriately challenged, and that they make sufficient progress

3.4 Enrichment

- Enrichment activities are those that present challenge to students outside of the normal curriculum. These may take place at school when the students are taken off timetable for a dedicated time or off site where students visit facilities or institutions where activities that foster aspiration are organised. It is imperative that students experience an element of competition and (occasionally) failure. These students need to be challenged in order to develop the capacity for tenacity that will serve them in further or higher education or career settings. Opportunities will be identified and attended according to the following criteria:
 - Will challenge, inspire or provide competition
 - Provides value for money
 - Provided by qualified personnel and organisations
 - Matches AG&T students' aspirations and needs
 - Does not compromise other curriculum activities, exams, or exam preparations
 - Departmental activities can be supported with minimal intervention from AG&T Progress Manager
 - Student feedback should be sought and collated wherever possible



4. Home Contact and Student Profiles

4.1 Contact and Student Profiles

- Parents will be informed at KS4 via letter, if their child is in the **Able** cohort. Advice regarding revision and how to support their son/daughter will also be offered.

4.2 Staff Responsibilities

- **Headteacher:** To guide Aim Higher strategy in line with whole school aims. Lead and manage the Deputy Headteacher and AG&T Progress Manager.
- To raise awareness of AG&T at whole school level. To communicate between the governing body and the AG&T Progress Manager. Monitor tracking and progress of Able students.
- **Aim Higher Coordinator:** To drive and implement AG&T policy. To raise the profile of AG&T within school. Provide opportunities to develop Able students' aspirations through appropriate enrichment opportunities. To track and monitor progress within the Able cohort and intervene if necessary.
- **Curriculum Team Leaders:** To identify Gifted and Talented students within their department. Ensure that these students are catered for effectively in the classroom and through schemes of learning and resources.
- **Class Teachers:** To be aware of AG&T students in their class and stretch and challenge them effectively and help them to reach their full potential.
- **Year Team Leaders:** To be aware of AG&T students, to monitor progress and commitment to support academic and pastoral interventions as required.
- **Form Tutor:** To be aware of AG&T students in their form and provide pastoral support and academic guidance.



5. Able Gifted and Talented Contacts and References

- Aim Higher Coordinator: TBC
- kcunningham@blatchingtonmill.org.uk



6. Glossary of Terms

- AG&T – Able, Gifted and Talented
- Curriculum Area – Refers to a subject or group of similar subjects within the school.
- CTL – Curriculum Team Leaders
- Department – A subject area.
- KS3 and 4 and 5 – Key Stage 3 and 4
- KS3 – Students in years 7-9
- KS4 – Students in years 10 and 11
- KS5 – Students in the sixth form

- AG&T Register – A list of all AG&T students identified in the school.
- Enrichment – Activities provided outside of school curriculum.