



United Learning
The best in everyone™

Dunottar School

High Attainer (including Talented) Pupils

Statement and Aims

At Dunottar we develop and challenge all our pupils, accordingly our curriculum is designed so that all, including the most able, can learn and make progress.

We will identify our high attaining group and share their names with staff, the pupils themselves and their parents/carers.

We will deliver and develop provision which extends, inspires and challenges our high attainers.

We will target and track these pupils to ensure progress measure the efficacy of our interventions and provision.

Parents are made aware of when their children are awarded Scholarships or when they join the D programme.

All high attaining students will be expected to contribute to the wider aspects of school life and be encouraged and supported to do this through representing the school in competitions, publications, tournaments and performances. They are expected to take leadership roles in their areas of interest and ability and thus to contribute to the wider school community.

Our Definition

Our high attaining students are identified in 3 keyways:

Baseline – these students will have scored highly on their baseline testing (MidYIS/YELLIS/ALIS)

Performance (all round) – these students will be identified as our top performers (via Common Assessment Tests, End of Year exams and other agreed metrics) across the curriculum

Performance (talented in a particular field) – these students will have been identified as high performing in a particular area of the curriculum

Our Identification Process/es

Academic Scholars are identified at 11+ and 16+. At 11+ they are selected through their scores on Entrance Examination Papers. At 16+ a Scholarship examination, essay and interview combine to determine scholarship offers.

Talented Scholarships are offered in Performing Arts, Art, Music and Sport and these students are selected as a result of their application to the Scholarship Programme at 11+ and/or 16+ as part of the admissions process. At 11+ this happens through specific area-based days of assessment, the submission of portfolios and interviews (as best fits the type of scholarship for which they are applying). At 16+ there will be an audition/performance and interview.

D programme students are identified at a number of points in each key stage. The definition criteria above form the process for this. Academic Scholars are a subset and including in the D programme and these students.

Our Academic Provision

All staff are required to make be aware of the students in the high attainers group and to make provision for achieving our aims with regards to our high attainers.

Provision will include:

- Differentiated and distinctly different tasks being regularly set in the classroom and for homework to challenge and enthuse these pupils.
- Encouragement to enter a range of competitions both inside and outside of school. Including signposting and supporting their entry to a range of regional, national and international level competitions.
- Creation of a bank of subject specific information and enriching experiences which engage pupils and encourage their curiosity. This should include links to podcasts, associations, performances, institutes, exhibitions and other sources of inspiration and learning.
- Targeted advice and strategies about how to attain the top grades across the curriculum
- Parental contact and involvement to encourage and support the students
- Tracking of the progress of students and sharing their data with them as part of our mentoring so that they can take an active role in their success.
- Meeting fortnightly for lunch where we will have scholars' talks provided by staff and other pupils/scholars*
- Contribution to the Scholars' Presentation Evening once a year*
- 1-2-1 and well as group wide support to identify prestigious courses and institutions for their next steps and to provide advice and experiences to increase their chances of achieving places in these**
- Supporting students in their preparation for interview and entrance examinations, as well as personal statements and application forms**

*Academic Scholars only

**Predominantly in the Sixth Form

Our Talented Provision

Our departments provide a range of, and encouragement to attend, focused visits to artistic events, sports events and opportunities, exhibitions, performances, lectures open days and other relevant, enriching activities.

The school continues to develop a programme of Master classes, visiting specialists, seminars and talks from external speakers some of which works alongside the Careers Department's provision.

Assessing our Success

The quality, appropriateness, adapted teaching, differentiation, and provision of enrichment and extension is continuously supported and audited through the use of:

- Self-reflection
- Learning walks, lesson observations and consideration of the schemes of work, lesson planning and marking scrutiny
- Regular audits of provision
- INSET and CPD delivery/attendance
- Membership of organisations such as NACE
- Staff, parent and pupil voice and feedback
- The tracking of VA and other data metrics of the high attainer group (we will evaluate against the school's VA and National norms)

Responsibility and Compliance

Nicola Wintle and the Deputy Head (Academic) Janine Hislop are responsible for the delivery of this policy. They will ensure that an annually reviewed register of High Attainers will be made available to all staff. Staff are expected to know the students in this programme who they teach.

This policy applies to all members of our school community and forms part of our School commitment to the United Learning Framework for excellence. This includes 'The best from everyone', 'Powerful Knowledge', 'Education with Character', 'Leadership in every role' and 'Continuous Improvement'.

1. This policy applies to all members of our school community. Dunottar School is fully committed to ensuring that the application of this High Attainer (including talented) student policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.
2. Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document.
3. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office.
4. This document is reviewed annually by Nicola Wintle and the Deputy Head (Academic) Janine Hislop or as events or legislation change requires. The next scheduled date for review is 09/23.

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