



United Learning
The best in everyone™

Dunottar School

**High Attainer
(including Talented)
Pupils**

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Statement and Aims

The Dunottar School curriculum is designed to meet its overall aim of bringing out the best in everyone through Warrior Learning. As such, Dunottar School seeks to create an environment in which all pupils are able to realise their full potential. Our high attainers' provision does not seek to exclude the majority of pupils in the school, but to include the high achieving and talented pupils by providing an equality of opportunity and challenge.

We aim to raise the aspiration of all pupils and have high expectations for achievement. The School will ensure that all pupils can access a relevant curriculum and level of challenge.

Our Definition

Our high attaining pupils are identified in 3 keyways:

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

Performance (all round) – these pupils 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 pupils will have been identified as high performing in a particular area of the curriculum.

Lists of our scholars and identified pupils are available in Sharepoint, which is accessed to staff only, in the Teaching and Learning area.

Provision: In Class Approach

Strategies include:

- Differentiation within curriculum areas, including, on occasions differentiated homework in order to challenge and enthuse.
- Provision of enrichment/extension activities and tasks.
- The provision of opportunities for high attaining and talented pupils to work with pupils of similar abilities.
- The active management of pupil groupings (whether in mixed ability or ability sets) and a recognition that, whilst there may be a higher concentration of high attainers and talented pupils on some groups, there will be pupils who have gifts and talents in all groups.
- Targeted advice of what a top grade 'looks like' and strategies for achieving these.
- Tracking of performance and mentoring by the Scholars' and high attaining pupils Lead (NAW). Pupils are encouraged to have play an active role in identifying areas of strength and target setting/strategies for improvement to become independent and tenacious learners.

Provision: Out of Class Activities

- Departments are developing a bank of subject specific information and signpost enriching experiences to engage pupils and encourage their curiosity. This can include links to podcasts, associations, performances, institutes, exhibitions and other sources of inspiration and learning.
- Encouragement of pupils to enter academic competitions and challenges both inside and outside of school. Staff will signpost and support their entry to a range of school, local, national and international level competitions.
- Fortnightly D Programme meetings which are appropriately planned for the phase the pupils are currently in.
- Fortnightly Scholars' lunches with talks, challenges and collaborative learning*.
- 1-2-1 support to provide 'beyond' curriculum advice and guidance with the Scholars' Lead.
- Contributing to the Scholars' Presentations Evening*.
- 1-2-1 and group support to identify next step pathways. This include selecting institutions and courses and overseeing the UCAS process. Provided by the Scholars' Lead**.
- Supporting pupils in preparation for entrance examinations/assessments and interviews for university**.

*Academic Scholars only

**Predominantly in the Sixth Form

Mentoring and the Role of the Scholars' Lead

Throughout their time in the School our high attaining pupils are mentored by the Scholars' Lead, who also accesses other staff with specifically relevant knowledge and skills to provide support. There is a programme of additional meetings and opportunities provided for the pupils. This includes the D Programme sessions (held fortnightly) through which we provide a range of experiences, including, the younger pupils carrying out Foundation and Higher-Level Projects, tailored study support, guidance on current and future progress and target setting, and bringing the pupils together to learn from and enthuse each other.

At relevant times of the year, such as when choosing their GCSE and A level options, all these pupils will have a 1-2-1 interview with the Scholars' Lead, including follow-up contact with the pupil and parents where this decision is less clear or more complex. The Scholars' Lead works closely with the high attainers in the sixth form to guide them through the UCAS process. Pupils are pointed towards a range of supra curricular opportunities and events which enrich their subject knowledge and support their applications. Pupils are supported in their preparation for any entrance examinations and offered mock interviews.

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+ Academic Scholarships are awarded at the discretion of the Head based on the outcome of pupils' GCSE examinations.

Talented Scholarships are offered in Performing Arts, Art, Music and Sport and these pupils 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 Pupils are identified at a number of points in each key stage. Academic Scholars are all members of the D Programme.

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 (National Association for Able Children in Education).
- 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 (Lead Practitioner) 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 pupils 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) pupil 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 (Lead Practitioner) and the Deputy Head (Academic) Janine Hislop or as events or legislation change requires. The next scheduled date for review is February 2027.

Document Review:

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Governor responsible	A.Porteous	
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