



International School

Challenge and Potential Policy (Secondary)

June 2021

BASED ON: Ofsted Guidance, NACE Guidelines contextualised to PLIS

COMMITTEE(S) RESPONSIBLE: Committee 2 - Curriculum

GOVERNING BODY APPROVAL: *June 2021*

REVIEW DATE: June 2022

Challenge and Potential Policy

A Policy for All

'believe that intelligence is changeable rather than fixed' - Hattie, 2012

1. RATIONALE

Park Lane International School aims to provide a challenging academic programme and supportive learning environment to cultivate in our learners a reflective, open-minded and inquiring approach to both their education and the wider school community. It is the school community's collective mission to **prepare the young people of today for the unknown occupations of tomorrow**. In line with this, the vision for Challenge and Potential is to ensure excellent Teaching and Learning at Park Lane so that students are excited and engaged in their learning; students are resilient to challenges due to the support of their teachers and they actively seek the next steps in their own learning.

The aim is to develop the **full potential** of all our students according to their ability, both in the classroom and outside. This is achieved by encouraging pupils to work hard at their studies and join in the large range of extra-curricular activities available at Park Lane and beyond.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all students. It states our commitment to providing an environment in which all students are encouraged to realise their potential.

We endorse the NACE (National Association for Able Children in Education) mission statement:

"...provide for pupils with high abilities whilst enabling all pupils to flourish."

All children need encouragement and support just as much as other children. All students should receive the education they need. As a result, it is the approach of Park Lane to simultaneously ensure challenge for students who seek it and support for those who need it.

2. AIMS

This policy is intended to support the following aims:

- Raising the aspirations of **all** students
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific high-level skills, abilities or talents.

All students are individuals with their own special needs and requirements. Most Able and Talented students need to be identified, targeted, supported and challenged. Strategies have been devised and implemented, and pupil progress is to be monitored (in much the same way as stated students and those with learning difficulties/Special Educational Needs). Our Most Able students are not more worthy of individual attention than others - rather that, within a framework of equal opportunity, **they are entitled to have their needs recognised and addressed**.

3. IDENTIFICATION

Ofsted (UK) define the More Able in terms of those whose progress significantly exceeds age related expectations. However, NACE looks beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. At Park Lane, the vast majority of our cohort would be considered as More Able, as a result of this the Curriculum provided is pitched slightly higher than average. As a result, it is appropriate to focus on the Most Able as a distinct group who require specific intervention as well as those who are underachieving.

Most Able: A term used to identify subjects within which a student demonstrates high level of aptitude. At Park Lane it is such that more than 10% of students are More Able, and it is therefore more appropriate to narrow the focus to Most Able. However, the definition is not limited and subject teams may deem a student to require more challenge. This label is to guide staff, not for students.

Exceptionally Able: Those who have the capacity to achieve or perform at the very highest levels and may be entered for early examination or acceleration (discretion of Subject/Pastoral Leads).

Most Able, Gifted and Exceptionally-Able Students

Pupils in these categories are identified initially based YELLIS/CEM data. However, this is extended to a broader cohort depending on teacher discretion and acts as a means to target specific students who need to be made provision in order to ensure that they are receiving appropriate challenges and that their education experience is not limited. Identification of Most Able students are made using [this criteria](#) set by each department.

This subject specific criteria have been created within each department and use a range of qualitative and quantitative strategies to make informed judgments. These children will be added to the '**Spotlight Group**'. This group of students are frequently evaluated and monitored by subject teams in order to ensure meaningful intervention is in place to challenge and extend these students. This is a flexible list, and can be added to as required.

Exceptionally able pupils are those that need to be accelerated or stretched beyond that which is provided by the current curriculum in a specific subject. This kind of pupil would probably finish their qualification early and need to be given further opportunities to allow them to fulfil their potential. Alternatively, they may need support from external sources to support their needs. This is especially true of talented musicians or aspiring national sports people. In some instances, we may need to modify the pupil's timetable to accommodate their needs – e.g. a national swimmer may need to attend national training sessions and perform early morning training. Departments are required to inform the Challenge and Potential Coordinator of any such pupil within their subject and show evidence that they are being provisioned for accordingly.

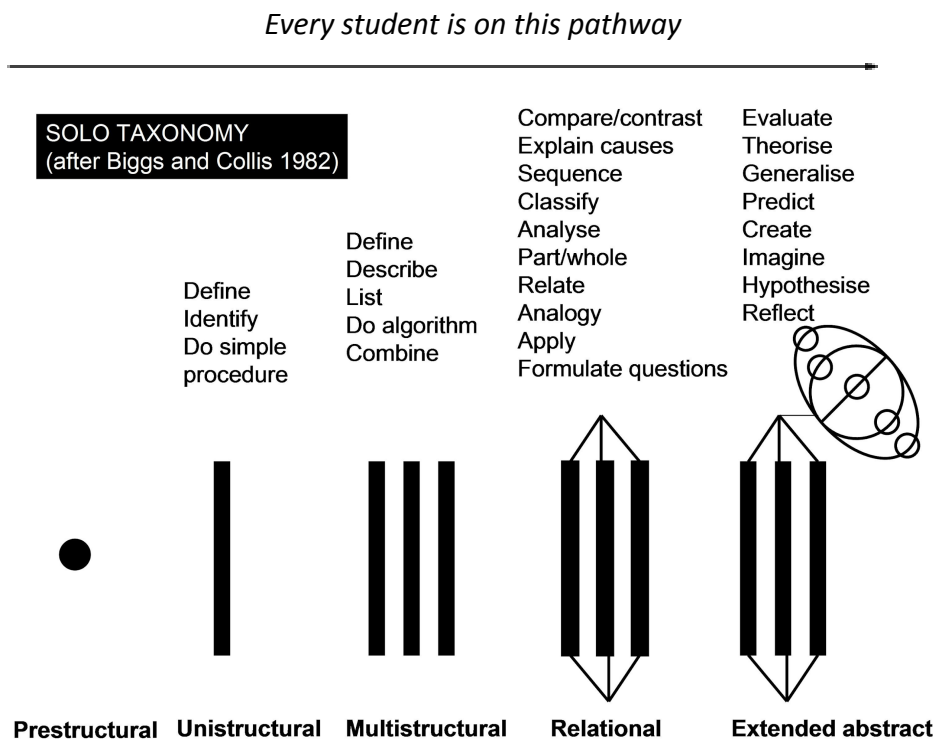
We should all be aware of our Most Able students and it is the responsibility of all staff to ensure these students are closely monitored, carry out timely intervention when required and ensure that these students receive personalised learning goals.

4. PROVISION FOR CHALLENGE

The Spotlight Group will contain information on how they were identified, subjects that they are identified as Able in and skills for which they have been identified as Talented. The Spotlight Group is available on Google Drive and this is for teachers to use in their daily planning and classroom provision for their students. These profiles aim to advise teachers on how they can provide for students to extend their

achievement and how they can support the student in the case of underachievement. The register is collated and kept up to date by the Challenge and Potential Coordinator.

Further to this, the C&P Learning Group and C&P Links meet regularly to develop provision for challenge across subjects. This will involve developing or seeking out extra-curricular opportunities for our young people which will take them beyond their comfort zone but also building challenge into the everyday classroom experiences.



5. TRANSITION

To support the transition of students from schools globally, we utilise data regarding every student allowing each school to inform us of the needs of students within their school setting, who may be joining us in year 7. Data from Park Lane Primary and Early Years are also used to ensure staff understand the individual needs of students at Park Lane before getting to know them better within their classrooms.

6. IN-CLASS APPROACHES

It is the aim of teaching at Park Lane, that we equip students with powerful knowledge as set out by Michael Young (2009). By doing so, we will equip all our students in order that they might be fully enfranchised within the learning community. Teacher recognise that there is substantive knowledge, the knowledge we seek the students to acquire and then there is powerful knowledge, whereby students gain the tools to understand the rules of the subject in order to access it fully. To become a powerful learner, is to have pre-existing 'funds of knowledge' challenged by new knowledge. It is vital that such an act occurs in order that one form of knowledge, be it students' pre-existing ideas or the chosen curriculum takes precedence. In order to ensure **all** students are challenged appropriately, the following is in place:

- Regular training to staff on More Able provision through continual CPD provided by the **Challenge and Potential Learning Group** within school hours and extended CPD provided by the **Centre for Professional Learning Prague (CPLP)**, additional CPD can be sought by staff through NACE.
- Subject teachers all assess and monitor student progress and set intervention – this is recorded in the **‘Spotlight Register’** document which is monitored by the **Challenge and Potential Coordinator**
- **C&P Across the Curriculum** document indicates the long term planning of provision for challenge across SOW and extra-curricular opportunities.
- Annual meeting with Most Able and Gifted students in order to gauge student experience and feedback to staff with findings.
- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of More Able or Able pupils in some groups there will be pupils who have skills and talents in all groups.
- A wide range of appropriate courses will be offered to pupils to match their ability and this may include pupils taking exams early or being entered for different courses to the rest of their year group, this will be determined by **Subject Leaders** and **Pastoral Leaders**.
- Ensuring that pupils are provided with a **broad** learning experience and a number of **flexible pathways** and opportunities to meet their learning goals.
- The provision of **enrichment/extension** which are not merely ‘tagged on’ or ‘more work’ activities and tasks within subjects are led by the **C&P link** who is key to ensuring differentiation within their particular subject areas to raise the level of challenge.
- Ensuring that the supporting of More Able pupils is the **responsibility of all staff**. C&P students are a fixed agenda item for Subject Meetings and in lesson observations.
- **Learning Walks** performed by SLT and especially the C&P coordinator monitor classroom experience

7. EXTRA-CURRICULAR OPPORTUNITIES

The following are offered on a regular basis and, although these **benefit all pupils**, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:

- Enrichment visits and trips across all subjects and including team-building and pastoral visits
- Educational Visits which increase aspirations, e.g. visit to Oxford University, Czech Technical University
- Leadership opportunities: Peer Tutoring (Y12) and Peer Reading Intervention (Y12)
- Support with experience gaining activities, such as summer schools, TEDX, local events.
- Professional-led workshops – external speakers through PSHEE
- Residential experiences
- Musical and sporting activities
- Duke of Edinburgh
- Learning Centre ‘Focus of the Month’
- Goethe Institute, French Institute
- Inter-school Competitions e.g. Cipher Challenge, Maths Challenge, Geography Competition, World Scholars Cup
- MUNGA

8. ORGANISATION, COORDINATION AND MONITORING

The Challenge and Potential Coordinator's key aim is to support the secondary leadership team with the task of ensuring "... *that pupils are challenged more consistently across the curriculum to make rapid progress in their knowledge and understanding by reinforcing the aspects of teaching strategies that already effectively achieve this.*" (PL's BSO inspection team recommendation – March 2018).

The Challenge and Potential Co-ordinator has overall responsibility for:

1. Ensuring that the policy is implemented
2. To assist **Subject Leaders** and the **Deputy Head** with the process of monitoring how students (of all abilities) are being stretched and challenged in different subject areas
3. To join and support established teaching and learning working groups which already focus on successful approaches to teaching and learning across the secondary curriculum. To lead the **C&P Learning Group** focusing on meaningful differentiation and engagement, specifically in relation to Park Lane's BSO inspection recommendation.
4. Raising the level of challenge in the classroom through coordinating the **C&P links** to explore, engage with and share pedagogical developments on the topic of differentiation in order to ensure that all **subject teachers** are challenging and stretching pupils of all abilities
5. Raising the profile and ethos of 'Most Able' and in so doing increasing the level of **challenge for all**.
6. Develop strategies for the effective monitoring and tracking of underachievement with suitable methods of intervention. Identification is done with support from termly inclusion reports, where the cohort is reviewed and assessed.
7. To set up and monitor initiatives to encourage more able pupils in particular to fully utilise their talents and abilities in and beyond the classroom.
8. To attend pastoral meetings and subject leaders' meetings as required.

This policy is reviewed every two years by the Challenge and Potential Coordinator and Director of Studies in conjunction with the Deputy Head and Principal.