

**THE HALL SCHOOL**  
**Enrichment and PATS (Potential, Able, and**  
**Talented Students) Policy**

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## Rationale

This policy outlines the School's approach to providing enrichment opportunities and the identification, management and opportunities provided for Potential, Able and Talented pupils.

### Aims:

- Coordinate and promote the vast range of academic enrichment opportunities available to the boys with a focus on inclusivity and provision for all
- Identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
- Enable each pupil to develop to their full potential by providing for the learning needs of the more able
- Enable personal challenge and extension of individual pupils through the work we set them
- Encourage pupils to promote their own learning by working and thinking independently

### Potential, Able and Talented Students

#### **What does a student showing “potential” look like at The Hall?**

Firstly, there is no single perfect instrument for identification – The Hall will use a “best fit” model taking into account the following:

- Professional judgment by subject teachers, specialist teachers and sports teachers
- Shared knowledge and experience of individual students
- Examination results
- Information from other sources such as underlying ability data (BASE, InCAS, MidYIS), information from parents, student records, Educational Psychologist tests and reports (if appropriate)

Students may show potential, ability and talent in one or a range of subjects. Potential, ability and talent may manifest in a number of different ways including:

- Lateral or creative thinking, or an approach to problems
- Passion, interest and exceptional curiosity
- Appears to not listen or lack concentration but always knows what is going on
- Simply something ‘extra’ about the students
- Data scores
- Lots of other factors too - see document

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Here are some further guidelines teachers can follow when identifying boys showing potential in their subject area:

Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on

Have quick absorption and recall of information, seem to need no revision and be impatient with repetition

Display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas

See problems quickly and take the initiative

Prefer to talk rather than write and often talk at speed with fluency and expression

Read rapidly and retain what is read and can recall detail

Often see the unusual rather than the conventional relationships

Be able to pose problems and solve ingeniously

Have exceptional curiosity and constantly want to know why

Be reluctant to practise skills already mastered, finding such practice futile

There is something 'extra' about the child: their questions, their insights

Be reluctant to practise skills already mastered, finding such practice futile

Be inventive and original when interested ask searching questions, which tend to be unlike other students' questions

Show unusual and original responses to problem-solving activities

Working at a level higher than expected for the current year level

Showing passion or great interest in the subject

Be keen and alert observers, note detail and be quick to see similarities and differences

Very articulate or verbally fluent for their age

Have mental speeds faster than physical capabilities and so be often reluctant to write at length

Potential, More Able and Talented Students- What do they look like?



Easily grasp underlying principles and need the minimum of explanation

Leap from concrete examples to abstract rules and general principles

Quickly make generalisations and extract the relevant points from complex material

Show good insight into cause-effect relationships

Possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial

Distinctly above average in one or more of the following domains: intellectual, creative, social and physical or whose skills are distinctly above average in one of more areas of performance

Jump stages in learning and be often frustrated by having to fill in the stages missed

See greater significance in a story or film and continue the story

## **Such students should be identified by:**

- Professional judgment by subject teachers, specialist teachers and sports teachers
- Shared knowledge and experience of individual students
- Information from other sources such as underlying ability data (base, InCAS,midYIS), information from parents, student records, Educational Psychologist tests and reports (if appropriate)

## **With the knowledge that:**

- The identification process is rigorous, transparent, fair and inclusive
- Student talents can be recognized at any time or in any area of school life
- Identification is an ongoing process and subjects should continuously review
- Under-achieving Potential, More Able and Talented students also need to be identified

## **The main methods of identification are:**

- Nomination by teachers (professional judgment)
- Testing, formally or informally, base, InCAS,midYIS, Pre entry tests etc.
- Tracking
- Information received from parents and peers
- Providing students with opportunities in which to succeed, from which it should become clear if students have notable ability

Subject teachers and Heads of Department are responsible for the identification of PAT's students, supported by documentation (see the 'What does a PAT look like?' document) and guidance from the Head of Academic Enrichment.

## **To assist in identifying, providing and supporting PATs...**

### **The Head of Academic Enrichment will:**

- Ensure appropriate provision is available to PAT's students and those students with a deep interest or passion for a particular subject or curriculum area
- Work closely with the Head of the Junior School and the Deputy Head – Learning and Teaching in developing the academic enrichment provision
- Carry out an Audit of the current PAT provision
- Initiate the process of identifying PAT pupils and implement a record keeping system
- Promote an awareness of enrichment opportunities among pupils, staff and parents
- Develop an awareness of best practice and developments in the independent and maintained sectors
- Disseminate relevant information to HoDs
- Liaise closely with HoDs and Junior School Subject Co-ordinators to ensure adequate enrichment provision across all year groups
- Provide guidance and training for all staff as appropriate

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## **To assist in identifying, providing and supporting PATs...**

### **The Head of Department will:**

- Where possible, provide a range of resources for PATs in their curriculum area
- Ensure the needs and provision for the PATs in their curriculum area are stated in their policy or scheme of work
- Monitor the achievement of PATs in their curriculum area
- Collate, feedback and work with the Head of Academic Enrichment on students identified as PATs within their department

## **To assist in identifying, providing and supporting PATs...**

### **Subject Teachers will:**

- Provide suitably differentiated short term planning
- Identify in their planning appropriate opportunities for enrichment and extension
- Plan opportunities for the development of different learning styles within the classroom
- Identify students who are showing Potential and are More Able and inform the HoD and HoA (Head of Academic Enrichment)
- Involve pupils in target setting and self-assessment procedures to give them increased responsibility for their learning
- Contribute appropriate items to the Enrichment website for the benefit of students or staff

## **General Provision for Potential, More Able and Talented Students**

This is carefully matched to individual assessment needs and potential and coupled with realistic expectations of progress and the anticipated outcomes. Tasks provided should be more advanced, open-ended and flexible than for average pupils and thus offer an extended, enriched curriculum. Within each subject, opportunities are also provided with the classroom:

### **Enrichment**

- Pupils are given experiences to broaden horizons and to supplement and enrich the normal curriculum
- The enrichment task is not simply the repetition of previous activities

### **Extension**

- In extension work the student moves to higher order skills; for example from knowledge to comprehension and application, from analysis to synthesis and finally to evaluation.

### **Review Process**

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The PATs document will be regularly reviewed at key times of the year by departments and discussed both in departmental meetings and HoDs meetings.

## OPPORTUNITIES FOR PERSONAL ACHIEVEMENT AND ENRICHMENT

The recently established enrichment programme, led by a Head of Academic Enrichment, boasts a range of opportunities for the boys at the school. The key purpose of the Head of Academic Enrichment is to coordinate and promote the vast range of academic enrichment opportunities available to the boys with a focus on inclusivity and provision for all. The focus will be on ensuring that there are opportunities for all students, ranging from those with specific learning difficulties through to those who are highly able. There will also be opportunities for those students with a deep interest or passion for a particular subject or curriculum area. The Head of Academic Enrichment will work to make sure that there is an appropriate supply of resources and to ensure that the students are given plenty of experiences to broaden their horizons in order to enrich the normal curriculum.

### ***Enrichment in the classroom***

It is part of the professional commitment of teachers at The Hall to cater, to the greatest extent possible, for individual learning needs. The Head of Academic Enrichment works in each school to support the identification of boys working above what is expected of their year group or showing a keen interest in a subject area. Through shared knowledge of the students and the data provided by the Head of Data, Assessment and Reporting, we aim to build an awareness of such students in order to create the best practice and the development of enriching opportunities in order to challenge them. This will enrich their learning experiences which in turn will enhance the levels of student effort and thus hopefully raise standards and outcomes.

### ***Beyond the classroom***

The Hall prides itself on the range of opportunities available to the students beyond the classroom. Throughout the year they will have access to various enrichment opportunities. They can expect to be involved in school trips which enhance their learning experience in subject areas. They will also have the opportunity to enter competitions, both in their subject areas and outside subject areas, such as the general knowledge quiz. They can also showcase their talents through public speaking and exhibitions. Each year students can also look forward to an enrichment day for each year group.

### ***Enrichment opportunities outside school.***

The school acknowledges that learning doesn't just happen in the classroom or at school. There are many different enrichment opportunities for the students outside of the classroom, from face-to-face activities to online activities. Events and exhibitions that take place on weekends will be advertised on the school website so that the students can access areas of keen interest. They can attend these events with family members and friends and sometimes staff.

## INTERDISCIPLINARY ACTIVITIES AND PROJECTS

At The Hall, students are encouraged to participate in interdisciplinary activities and trips, both inside and outside of school. A wide range of opportunities are presented to the students annually, with trips being regularly updated and offered as part of extra-curricular support and enrichment.

### **EXTRA-CURRICULAR CLUBS (ECC Programme)**

Every Monday – Thursday after school (4-5pm) the Junior School, Middle School and Senior School teachers are invited to host a club/activity of their choice for students in the JS/MS/SS. This may be a subject top-up class, a sporting activity or in recognition of hobbies and interests outside of school. Each club is run for a minimum of one term but success is high and a number run throughout the year.

### **EDUCATIONAL SCHOOL TRIPS**

Heads of Departments and Class Teachers are encouraged to organise trips during term time as part of their curriculum. These are popular with the students and successfully enrich learning outside of the classroom, providing access to information for all levels and interests.

### **SPORTS TOURS**

Every few years the Games Department takes a sports team abroad as part of the development of that sport and their skills in it. Tours take place outside of term time but remain popular with both students and staff.

### **ACTIVITIES WEEK**

Every June, after exams week, each year group in the Middle and Senior School take part in an Activities Week. On the whole this week comprises of a number of activities and is often residential.

### **SCHOLARSHIP TRIPS WEEK & YEAR 8 SUMMER TERM ACTIVITIES**

After the Scholarship exams, in May, the group will have a week of activities and trips to broaden their experience while the rest of the Year Group are occupied with exams week.

After Activities Week, each year, Year 8 are off timetable and take part in a range of activities including an annual play, a film making project and some work experience in the Junior School. This programme