



Wesgreen International School: High Performers policy

Policy Title:	High Performers policy
Policy Number:	
Version:	1.1
Effective Date:	April 2024
Scheduled Review Date:	May 2026
Supersedes:	W005
Approved By:	JM JF

1. Purpose

At GEMS Wesgreen International School, we are committed to fostering an inclusive and enriching learning environment that caters to the diverse abilities and aspirations of every student. Our teaching and learning strategies are meticulously designed to empower everyone to strive for and achieve their personal best. We believe that all students have the potential to be high performance learners regardless of their starting point.

Aligned with the core values of GEMS Wesgreen International School, we guarantee equitable access to all learning domains for every student. Our dedicated educators tirelessly work to ensure that each student realizes their utmost potential, transcending barriers of race, age, or interests. This commitment is integral not only for their personal growth and self-actualization but also for nurturing them into proactive, responsible members of society. We pride ourselves on recognizing and nurturing the unique qualities of each student as we believe these individual traits are the keystones of our vibrant and dynamic learning community.

2. Policy Aims

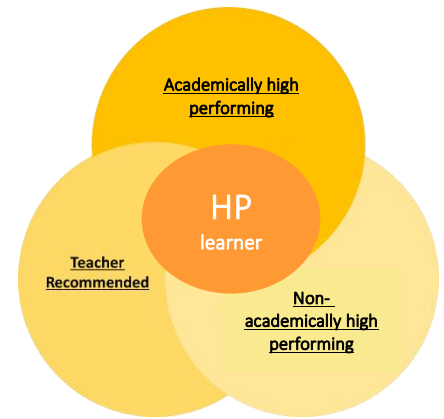
GEMS Wesgreen International School is dedicated to achieving the following objectives:

- We aim to accurately identify all 'High Performing' students and ensure their recognition across the entire teaching staff.
- We strive to meet the diverse needs of students across the full spectrum of learning stages, both within the standard curriculum and through extended learning opportunities. Our goal is to foster learning skills that contribute to personal success and the betterment of the broader community.
- By cultivating a culture of high performance learning and providing varied and challenging learning experiences, we aim to elevate the aspirations of all our students.

At GEMS Wesgreen International School, we understand that many students may experience additional educational needs at various stages of their school journey. We acknowledge and celebrate the fact that our students are all unique individuals. We seek to encourage a love of learning in academic pursuits and also in a wide array of areas including the arts, sports, communication, leadership, and more. Our policy is designed to recognise and nurture these diverse interests for the holistic development of every student.

3. Identification of Students

A student may be classified as being a high performer when their performance in certain areas is significantly higher than their peers. A student may be achieving in many areas including academics, leadership, music, arts and sports. In addition to this, this type of learner has a strong motivation to learn based on their own interests. High Performing students are not necessarily motivated by grades and will often perform well in subjects of interest. These students are able to effectively make inferences and connections, pose complex questions, generate abstract concepts and are at a level beyond their peers. They are not satisfied with a straightforward answer, preferring to examine a problem's intricacies and underlying implications. A student may achieve the “Mastery” performance descriptor within a number of subjects or assessments.



A student may also be a high performer in non-academic areas. There are many factors that influence a student being identified as a high performer, these are illustrated in the table below:

<u>Academic High Performers</u>	<u>Non-Academically high performers – 3 levels</u>
<p>Students are identified as having high potential for being an academically High Performer when:</p> <ul style="list-style-type: none"> • Student has an overall mean CAT4 score of 129. • Student is achieving a 9 in one or more of the Progress Tests (PT) with one or more PT score of 8 or above. <p>These students should be monitored closely to ensure they are receiving sufficient challenge in lessons.</p>	<p>Students are being identified in the areas of Performing Arts, Physical Education and Visuals Arts and each subject has a separate criterion for identifying students in three separate levels. For example, in sporting competitions where students may participate in national and international competitions.</p> <p style="text-align: center;">Level 3 Represents the country</p> <p style="text-align: center;">Level 2 Represents the school community within the UAE</p> <p style="text-align: center;">Level 1 Participates within the school</p>
<p style="text-align: center;"><i>As part of the data triangulation process, teacher input and recommendation will form part of the identification process for both Academically and Non-Academically High Performing students.</i></p>	

Furthermore, students may be identified through recommendation in the following ways:

- Teachers can recommend students who exhibit notably higher performance in classwork.
- Utilizing checklists and surveys, teachers can observe and evaluate students' skills and traits.
- Parents can nominate their children, accompanied by relevant supporting documentation.
- At admission, the school considers a student's past reports and performance as part of the identification process.

5. Provisions for High Performing students

GEMS Wesgreen International School provides for High Performing students through:

- Extension and Development Activities: Providing a range of activities to help students reach their potential, with on-site impact measurement for school-based activities.
- Educational Strategies:
 - Opportunities for problem-solving and developing thinking skills.
 - Diverse teaching methods and differentiated tasks.
 - Small group work with other gifted students.
 - Integration of challenging work in lesson plans.
- Classroom Management: Strategies to balance contributions in class discussions.
- Resource Utilization: Employing resources to challenge pupils who are making progress at pace.
- Learning Environment: Encouraging risk-taking and considering all responses as learning opportunities.
- Enrichment Opportunities: Subject-specific enrichment and encouragement of enthusiasm.
- Leadership and Independence: Opportunities for independent work and leadership across key stages.
- Curriculum Adaptation: Focusing on higher-order thinking skills and age-appropriate challenges, avoiding unnecessary acceleration.
- Intervention and Support: Tailored interventions and potential curriculum adjustments based on individual needs.
- Nurturing Independent Thinkers: Aiming to develop students who can meet global challenges, focusing on those showing High Performer traits.
- Broad and Balanced Curriculum: Offering a curriculum that allows all students, including High Performers, to thrive and showcase their skills.
- Quality First Teaching: Delivering education through effective teaching and scaffolding by class and subject teachers.
- In-Class and Specialized Instruction: Implementing both regular class instruction and, when needed, withdrawal enrichment classes.
- Catering to Peer Group Needs: Ensuring High Performing students are engaged with their peers through higher-order thinking tasks and challenging, age-appropriate work.
- Avoiding Unnecessary Acceleration: Adopting a cautious approach to accelerating students through age groups.
- Emphasizing Depth Over Speed: Focusing on deeper understanding in age-appropriate topics through quality teaching.
- Extra-Curricular Enrichment: Encouraging participation in a wide range of school activities to further nurture their interests and skills.
- Special Programs:
 - Peer Mentorship Program
 - Teen Mental Health First Aider Training

- Inter-school competitions
- Involvement in Model United Nations (MUN) for KS4 G+T students.

6. Outcomes of Successful Provisions – Monitoring and Measurement of Impact

High Performing students will be monitored through:

- Work scrutiny and moderation
- Learning observations
- Staff, student, and parent questionnaires
- Formative and summative internal as well as external testing data
- Monitoring and reviewing student's feedback
- Data analysis of High Performers examination results compared to rest of the school should see at least 75% scoring above average progress.

7. Responsibilities

When working with High Performers, the role of the class teacher includes, but is not limited to:

- Offering enrichment and extension opportunities within the classroom
- Suitably challenging the students' learning within the classroom by using various methods, resources and programs to support the students' interest and skills.
- Continuously monitoring the students' progress through the use of the Assess-Plan-Do-Review (APDR) cycle.
- Sharing of strategies and intervention with future teachers to ensure a continuation of the students' growth within their area of interest and skills.
- Giving them the opportunities to participate in inter-house competitions and holistic events.
- Be accountable for all students, including High Performers, and provide quality teaching.
- Subject leaders and class teachers manage individual educational needs.
- Adapt curricula to meet diverse student needs.
- Participate in identification, assessment, and referral processes for High Performers.
- Within the classroom, teachers are encouraged to carry out:
 - Student-centered learning by focusing on students' interests and learning styles.
 - Enriching work by providing tasks that enrich learning, not just more of the same.
 - Diverse resources and strategies by utilizing various resources, ideas, strategies, and tasks.
 - Metacognition and HPL skills by fostering metacognitive skills and High-Performance Learning (HPL).
 - Secure learning environment by creating an environment where risk-taking is encouraged.
 - Challenging learning environment by allowing students to access higher-order thinking skills.
 - Questioning and inquiry by encouraging students to ask questions and engage in inquiry.
 - Target setting involvement by involving students in setting their own learning targets and tracking progress.
 - Celebration of creativity by acknowledging and celebrating creative and original thinking.
 - Homework for extension by designing homework that extends individual learning, fostering independence and self-motivation.
 - Further education preparation by providing resources and opportunities that facilitate the transition to further education.
 - Personalized curriculum provision by offering a continuously evolving curriculum for personalized challenges and a wide range of learning opportunities.

Furthermore, the High Performers Coordination Team (which consists of Head of Teaching and Learning, Head of Student Support, Assistant Head Teachers, and Head of Year):

- Identify High Performers effectively.
- Maintain an accurate and regularly updated register.
- Plan and implement well-designed provisions for High Performers.
- Utilize Accelerated Learning Plans to support and monitor student engagement.
- Monitor and evaluate the impact of provisions.
- Ensure parents and students are informed about progress and provision plans.
- Keep accurate and updated records as per department guidelines.
- Develop and monitor Future Passports in collaboration with teachers.
- Provide staff with advice and training access.
- Offer guidance and support to staff on best provision practices.

Parents

- Work in partnership with the school in their child's education.
- Stay informed and involved in their child's learning journey.
- Be consulted about and utilize strategies effective both at school and home.

Students

- Ensure students understand their individual needs and participate in target setting.
- Involve students in educational decision-making.
- Include peer feedback in identifying and supporting High Performers.