



Able, Interested and Motivated (AIMs) Policy (Whole School)

Introduction

At Kent College, whilst we recognise that some girls will have pre-existing strengths and talents and that these should be identified and nurtured, we also believe that girls have the potential to grow their intelligence and abilities. We believe that effort and motivation are as significant as “ability” in determining future success. In fact they are arguably more important. As a result, we will set no limits on girls being able to access higher level challenge both in and out of the classroom. Kent College therefore has determined to move away from the traditional “Gifted and Talented” approach, and has instead developed the Able, Interested and Motivated programme to meet this need. This programme covers a range of disciplines; Academic, Art, Drama, Music and Sport. The AIMs programme is overseen by the Head of Enhanced Learning.

1. Aims

Kent College aims to:

- promote goal-setting that stretches and challenge pupils of all backgrounds, abilities and dispositions;
- be accountable for pupils’ attainment, progress, outcomes and attitude to learning;
- promote the value of scholarship, intellectual curiosity and learning for its own sake;
- contribute to the design and provision of an engaging curriculum throughout the school;
- encourage appropriate differentiation, using approaches that enable pupils to be taught effectively;

- assist staff in developing a clear understanding of the needs of all pupils, including those of high ability;
- provide all learners to have the opportunity to be challenged and stimulated through their “thinking” and “doing”;
- make use of formative and summative assessment to secure pupils’ progress across departments/ areas of the school;
- promote appropriate professional development, that supports differentiated provision;
- increase the number of girls who achieve 7-9 at GCSE and A & A* at A’ Level;
- help to stimulate and motivate all AIMS students, including those that are underachieving.

2. Identification

2.1 Prep School

- AIM students are identified through consulting tracking data, generated in the Prep School (INCAS). This alongside staff nominations is used to generate a “hard list” of students.
- Staff nominations identifying specific skills and parent nominations are used to generate a “soft list” so that relevant students can be invited to attend extension groups.
- Teachers are invited to nominate students displaying AIM characteristics irrespective of whether their data falls in the top 10%.

2.2 Senior School

- AIM students are identified through consulting tracking data, generated in the the Senior School for Years 7 (MidYis), Year 10 (Yellis) and the LVI (Alis).
- Students who have received scholarships or exhibitions on the basis of entrance tests are also a recognised group who are identified, monitored and expected to partake in specific AIMS provision.
- Teachers are invited to nominate students displaying AIM characteristics irrespective of whether their data falls in the top 10%.
- Departments will produce and consult subject-specific criteria to identify characteristics of AIM students.
- AIMS transactions are noted during lessons and feedback though departmental minutes.
- Students displaying skills in Performance and Creative Arts are identified by departments from this Subject Area.

3. Planning

Kent College recognises the need to review the systems in place to support AIMS students, so that a culture of learning is promoted across both schools. Day to day and long-term planning should accommodate opportunities for AIM students to be challenged and stimulated.

3.1 The School Development Plan contains specific targets relating to the AIMS programme.

3.2 The Head of Enhanced Learning (who has overall responsibility for the Aims programme) conducts a regular audit of AIMS provision across the whole school.

3.3 Prep school planning

- Regular meetings between SLT (including the Head of Enhanced Learning) offer the opportunity to review relevant planning, provision and student progress.
- Deputy Head (Prep School) attends Kent Area G & T Cluster meetings.

3.2 Senior school planning

- During the review of annual departmental development plans, AIMS provision is considered and appropriate goals set to promote effective development.
- Following internal assessments and the publication of external examination results, HoDs and/or SLT review tracking data and examination results.
- Staff will consider the needs of AIM when preparing schemes of work (and accompanying lesson plans) and annual departmental plans. Departments and subject staff offer enrichment programmes to operate in parallel to and complement schemes of work.
- Subject staff are encouraged to plan trips and or make links with external agencies which offer opportunities for enrichment, beyond that presented as part of course requirements.

4. Provision

On a day-to-day basis, all students should be offered the opportunity to be challenged in class through differentiated activities and homework.

4.1 Prep School

- Subject staff differentiate provision so that lessons reflect personalised learning opportunities.
- AIMS students are invited to STEM or Arts sessions once a week after school to work on extended projects.

- Each year group has a “challenge box” in their classroom which students can access to seek out linked extension work. In addition, each classroom contains a “questions wall” in which inspiring student questions can be displayed.
- The school promotes a culture of learning through the introduction of themed days which are targeted at fostering learning and encouraging students to pursue challenges, such as subject-specific themed weeks, Open-ended Questions Days, Extension Days etc.

4.2 Senior School

- Subject staff differentiate provision so that lessons reflect personalised learning opportunities. In addition, staff make regular links between syllabus material and available enrichment programmes/ exercises.
- The school promotes a culture of learning through the introduction of themed days which are targeted at fostering learning and encouraging students to pursue challenges.
- All girls who have been awarded a scholarship or exhibition are allocated a supervisor with whom they meet regularly. These meetings support the girls’ academic/sporting/artistic development but also assist them to manage their commitments in a positive and stress free manner.
- Art Scholars will contribute to an annual Art exhibition. Drama scholars will present an annual drama show. Music Scholars will perform at school music events. Sport scholars have a programme of fitness training and physical development, alongside the opportunity to represent the school if appropriate.
- The Higher or Extended Project Qualification is available via weekly Project Club to AIMS students in Year 7-10. Attendance is an expectation for girls with an Academic Scholarship or Exhibition. The Extended Project Qualification is on offer to Year 11 and Sixth Form girls who express a particular interest in conducting in-depth independent research.
- All girls are invited to attend HALO (High Aspirational Learning Opportunities) group on a bi-weekly basis. This group encourages the girls to explore the theory of knowledge and key thinkers and ideas. A further purpose of this group is to encourage high aspirations in terms of university or apprenticeship destinations.
- Curriculum areas also offer a range of enrichment and stretch activities. For instance see the AIMS Audit 2017 which can be found at:

<L:\Whole School\ENHANCED LEARNING\AIM audit 2017.xlsx>

5. Assessment and Grading

5.1 Marking

Marking should offer scope for students to pursue their intellectual curiosity, through comments which direct students to available extension work or wider reading. Questions should be used (where applicable) as a method to promote intellectual curiosity, alongside exploratory discussion between pupils and staff.

5.2 Grading

Half termly ATL grade criteria in the Senior School focus the girls' attention on the degree to which they are engaging with challenge. Success criteria also cover independence and the girl's willingness to respond positively to feedback.

5.3 Tracking

Progress should be reviewed to ensure that relevant students are working towards and achieving their potential. Staff internally review tracking data (INCAS, MidYis, Yellis, Alis) alongside regular ATL grades and Progress Grades to ensure that performance of AIMS students is in-line with expectations. A traffic light system is used by staff on the CRL to monitor, record and highlight whether students are working towards their expected level.

- Staff record transactions in which students have displayed characteristics relevant to AIMS in departmental minutes, so that on-going performance can be monitored over the course of the year.
- HoDs are invited to review relevant student performance in internal and external examinations. In the event that an AIMS student is not working at an expected level according to observations or data, SLT (including the Head of Enhanced Learning) are informed and a plan drawn up to support the student, including assigning a mentor where necessary.

5.4 Celebrating a positive attitude to learning

AIMs students' achievements are celebrated, as an acknowledgement of the importance of their "grit" and resilience achievements.

Prep

- Termly celebration assemblies take place in which student performance and academic achievements are recognised by the whole school.
- Staff review INCAS, Big Writes, maths and science end of unit assessments, CATS, Year 4 English and maths test results and Lucid (literacy) data.
- Annual Speech Days which celebrate formal qualifications and progress.

Senior

- Termly celebration assemblies take place in which student progress and attitude to learning are recognised by the whole school.
- For girls with a high average ATL grade, the relevant Head of School will write to parents congratulating their daughter on her positive approach to her learning.
- Celebration of specific AIMS contributions to school life will be made through an extended colours system (PE, Arts, STEM, Humanities and Languages).

- Annual Speech Days which celebrate formal qualifications and progress.

6. Continual Professional Development (CPD)

Opportunities should be offered for staff to develop their own professional expertise, as part of a wider culture of learning. This should allow staff to develop innovative ways of stimulating students.

- CPD should be offered to staff to inspire and support them so that they are able to meet the needs of all students, including those identified as AIM. This can be achieved through sharing good practice internally and attending external inset.
- Liaising with related agencies and institutions are used, as necessary, to offer a source of input, including massive online courses and distance learning (where applicable).

Agreed by SLT: April 2009

Approved by Education Committee: June 2009

Revised AENCO: March 2011

Revised: Gifted & Talented Co-Ordinator June 2014

Agreed by SSLT; December 2014

Approved by Education Committee: March 2015

Agreed by Exec: Feb 2018

Agreed by Education Committee: March 2018