



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

This Policy applies to the Whole School, including EYFS and Boarding

Introduction

At Kent College, whilst we recognise that some pupils will have pre-existing strengths and talents and that these should be identified and nurtured, we also believe that students 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 pupils 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 AIMs.

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 with 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 students 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 pupils are most often identified through consulting tracking data, generated in the Prep School via INCAS. Staff review this data with the Head of the Prep School and the Heads of AIMS when the results are uploaded. This is used alongside staff nominations to generate a “hard list” of students.
- Staff nominations identifying specific skills are used to generate a “soft list.”
- Teachers are invited to nominate pupils displaying AIM characteristics irrespective of whether their data falls in the top 10%.
- Staff review INCAS, Big Writes, maths and science end of unit assessments, CATS, and Lucid (literacy) data.

2.2 Senior School

- AIM pupils are identified through consulting tracking data, generated in the Senior School for Years 7 (MidYis), Year 10 (YELLIS) and the Lower 6th (ALIS).
- Pupils who have received scholarships or exhibitions on the basis of entrance tests are also a recognised group who are identified, monitored and expected to take part in specific AIM provision.
- Teachers are invited to nominate pupils displaying AIM characteristics irrespective of whether their data falls in the top 10%.
- Pupils displaying skills in Performance and Creative Arts are identified by departments from the relevant subject areas.

3. Planning

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

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

3.2 The Head of AIMS (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 the Prep School AIMS Coordinator and the Head of AIMS offer the opportunity to review relevant planning, provision and student progress.
- Class teachers set targets with AIM pupils in mind. Planned lessons and extension opportunities consider the needs of AIM pupils.

3.4 Senior School planning

- During the review of annual departmental development plans, AIM 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 pupils 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 pupils 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.
- Each year group has a “challenge box” in their classroom which pupils can access to seek out linked extension work. In addition, each classroom contains a “questions wall” in which inspiring student questions can be displayed.

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.
- All pupils who have been awarded a scholarship or exhibition are allocated a supervisor with whom they meet regularly. These meetings support the pupil’s academic/sporting/artistic development but also assist them to manage their commitments in a positive and stress-free manner.
- Other departments will offer opportunities as appropriate to the cohort. For instance, Art Scholars may contribute to an annual Art exhibition; Drama scholars present at an annual drama show; and Music scholars 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.
- All pupils are invited to attend HALO (High Aspirational Learning Opportunities) lectures several times a term. These lectures encourage pupils to explore topics outside the curriculum on a wide range of themes.
- The Head of AIMs ensures that a varied programme of enrichment activities is available for AIM pupils, such as Project / TedED Club for Years 7 to 11.
- The Head of AIMs and the Head of Sixth Form liaise to identify AIM pupils in the Lower 6th who are then invited to attend Lucerna (a critical thinking discussion group) which meets several times a term. A further purpose of this group is to encourage high aspirations in terms of university or apprenticeship destinations.
- AIM pupils will be invited to a Project Day in the summer term where they will explore a particular topic in greater detail with an invited speaker.
- Curriculum areas also offer a range of enrichment and stretch activities.

5. Assessment and Grading

5.1 Marking

Marking should offer scope for pupils 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 and Reporting

Half termly ATL grade criteria in the Senior School focus the pupils' attention on the degree to which they are engaging with challenge. Success criteria also cover independence and the pupil's willingness to respond positively to feedback. Subject staff are expected to comment in written reports about the provision made for AIM pupils in their lessons and how successfully these pupils have accessed this provision.

5.3 Tracking

Progress should be reviewed to ensure that relevant pupils 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 AIM pupils 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.

- HoDs are invited to review relevant pupil performance in internal and external examinations. In the event that an AIM pupil is not working at an expected level according to observations or data, senior staff (including the Student Managers for Lower and Middle School, the Head of Sixth Form and the Head of AIMs) are informed and a plan drawn up to support the pupil, including assigning a mentor where necessary.

5.4 Celebrating a positive attitude to learning

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

Prep

- Termly celebration assemblies take place in which pupil performance and academic achievements are recognised by the whole school.
- Annual Speech Days which celebrate formal qualifications and progress.

Senior

- Termly celebration assemblies take place in which pupil progress and attitude to learning are recognised by the whole school.
- For pupils with a high average ATL grade, the relevant Student Manager/Head of Sixth will write to parents congratulating their child on their positive approach to learning.

- Celebration of specific AIM contributions to school life will be made through an extended colours system (PE, Arts, STEM, Humanities and Languages).
- Annual Speech Days 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 pupils.

- CPD should be offered to staff to inspire and support them so that they are able to meet the needs of all pupils, 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).

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