



Welcome to High Performance (HP)

The school wishes to identify the most able students to allow them to be supported to reach their own personal best. We do this through our High Performers programme (previously known as Gifted and Talented) which identifies approximately 10% of a year group as HP. It is hoped that through this identification and support programme, pupils will be challenged and pushed to reach their full potential, thus impacting on the numbers of young people moving onto Higher Education. It is also hoped that pupils will achieve significant, measurable improvement in their attainment, aspirations, motivation and self-esteem.

Who are considered "High Performers"?

Students who have abilities in one or more academic subjects, such as Maths and English.

Students who have particular abilities in sport, music, design or creative and performing arts.

Other skills such as leadership, decision-making and critical/creative thinking are also taken into account when identifying High Performers.

It would be true to say that in any other school the majority of our students would be identified as "High Performers", however it is crucial to take into account that we are looking at the "High Performer" cohort, in this school's context, therefore the bar will be set that bit higher.

How are pupils identified at NHGS?

A mixture of quantitative and qualitative data/judgements is usual in each subject area- ie tests, homeworks, assessed pieces of work and professional judgement- this has been formalised in subject checklists available on this website. Identification is an ongoing process and pupils can move onto and off of the register during the academic year. Pupils will be identified as HP in the first round of monitoring (Y8-11 and 13) and each monitoring thereafter. Y7 and Y12 will be identified in monitorings 2 and 3 of the academic year (allowing staff more time to consider their abilities as these pupils are new to the school).

What do I need to do to be considered a High Performer?

Please read the subject checklists contained on this website, have a look at the generic characteristics identified below:

A High Performing child may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- be interested in topics which one might associate with an older child;
- communicate well with adults-often better than with their peer group;



- have a range of interests, some of which are
- almost obsessions;
- show unusual and original responses to
- problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;
- have an ability to work things out in his/her
- read very quickly;
- have a good memory that she/he can access easily;
- be artistic;
- be musical;
- excel at sport;
- have strong views and opinions;
- have a lively and original imagination/sense of humour;
- be very sensitive and aware;
- focus on his/her own interests rather than on what is being taught;
- be socially adept;
- appear arrogant or socially inept;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership; and/or
- not necessarily appear to be well-behaved or well liked by others.

What are Subject Checklists?

This is a list of possible characteristics that a High Performing student may display in relation to each of the different subjects. It is what teachers are looking for when thinking about including a pupil on their subject High Performer list (along with other data, e.g. tests, homeworks etc). It is in no way a definitive list, but it is used as a guide to focus teachers, pupils and parents on the key attributes for High Performer identification. Access to these can be found via the school website under the VLE.

What do they mean for my child?

As a parent, these checklists can be used to think about your own child's gifts and talents. Do they display the characteristics identified in the subject checklists? If so it may be that your child will be identified by the school.

These checklists can also be used as something to aspire to for the students. If they wish to be identified, pupils are aware of what is being looked for and can work towards this.



How many people will be identified as 'High Performers'? Why might I not be identified?

The School wishes to identify approximately 10% of each year group as "High Performers" in each subject. It may be that currently you are not performing at a high enough level to put you in this top 10%. It may also be that you haven't dropped your level of attainment but others in your year have raised theirs. Consequently, it is these students who have been identified as High Performers at this stage in the year. However, do not feel disheartened, these lists can change during the academic year. You must continue to work hard and prove to your teachers that you should be included on their list in the future. *High Performer lists will be reviewed on a termly basis (at each monitoring point of the year).*

I was identified as HP last year but am no longer on the list this year, why is that?

As stated in the above answer, the school wishes to identify 10% of each year group. Last year you may have been a high flyer in your year group. This year, circumstances may have changed and some of your peers may now be working at a higher level, therefore taking a place on the High Performer list. Everyone develops at different rates and it may be that you have been caught up; however, there is no reason that you can't regain an HP identification during this year. *Maintain your motivation and hard work and prove to your teachers that you are HP!*

Remember, you have done extremely well to make it into this grammar school, however not everyone can be identified as a High Performer, but all pupils can aspire to be.

Keep working hard and trying your best in all lessons; teachers are always watching and making judgements and assessments on a daily basis.

How can I support my child?

- Set time aside each day to talk with your child.
- Encourage him/her to sample new activities.
- Use the environment to provide a broad range of experiences e.g. visits to galleries, museums, sports centres
- Provide resources to support learning at home e.g. internet, visual stimuli, books, maps.
- Make sure your child has the opportunity to make friends, including with those who share his/her interests.
- Read all you can about giftedness and talent and learn about the characteristics of more able children.
- Take the time to develop positive relationships with your child's school and teachers.
- Encourage your child to participate in extra-curricular activities at school and beyond, including summer schools, outreach and distance learning activities.



- Seek out other families with gifted or talented children through the school, local community or national networks via NAGC.
- *And finally, make sure your child also has time to relax and play!*

High Performance in the Sixth Form

Many students in the Sixth Form at NHGS are High Performers in a wide variety of subjects. We identify the top 10% in order to provide students with continuity of this process from lower down the school, however, we believe in encouraging High Performers to participate in **opportunities** throughout the year.

You will also find useful links to a range of useful websites on the school website.