

# Criteria Sheets for Gold School Membership

Please note that Potential Plus UK prefers to refer to these pupils as having 'high learning potential'. Many schools still use the term 'gifted and talented', although the Department for Education has been using 'academically more able' since Spring 2012. As 'academically more able' is the term currently in use by Government, it is the one that is used in these criteria sheets.



## Gold School Membership - One Star

To meet the requirements of Gold School Membership with One Star you must meet the following criteria:

ELEMENT OF MEMBERSHIP	STANDARD REQUIRED	EXAMPLES OF EVIDENCE REQUIRED	EVIDENCE ENCLOSED - LIST EXAMPLES	
1	<b>A whole school commitment to supporting academically more able pupils</b>	The whole school is committed to ensuring that all academically more able pupils are supported in a variety of ways.	Structure for supporting academically more able pupils. Examples of initiatives to demonstrate whole school commitment e.g. school assemblies, use of website. Participation in Potential Plus UK's annual 'It's Alright to be Bright!' campaign.	
2	<b>A whole school commitment to supporting effective parental engagement</b>	The whole school is committed to supporting effective parental engagement strategies.	Committed support for Potential Plus UK's Parents' Charter. Examples of effective parental engagement initiatives.	
3	<b>Identification of academically more able pupils</b>	Parents/carers are an agreed part of the identification process. The criteria used to identify academically more able pupils, including those from ethnic minorities or with SEN, are in line with whole school disability and race policies.	Letter home to parents to ask about hobbies and interests. Criteria used to identify academically more able pupils, including those from ethnic minorities or with disabilities or Special Educational Needs, is demonstrated. Examples of how this has been taken into consideration are given.	
4a	<b>Communication to parents about identification</b>	Parents/carers are informed when their child is identified as academically more able.	Evidence of consultation with parents/carers to talk about identification, format of one to one sessions at consultation evening.	

## Gold School Membership - One Star

4b	<b>Transfer and transition</b>	Transfer of information concerning academically more able pupils, including parental input, informs targets for pupils to ensure progress in learning. Particular attention is given to the inclusion of new admissions.	Evidence that on admission to the school, parents are asked to provide information on areas in which their child might have particular potential.	
5	<b>Effective provision in the classroom</b>	Teaching and learning is differentiated and delivered through both group and individual activities. Learning is enriched and extended as appropriate to provide meaningful challenge for academically more able pupils. The parents/carers are told why and how this is done.	Example lesson plan. Example homework plan showing how the work is differentiated for academically more able pupils. Examples of classroom enrichment and/or extension. System showing how differentiated provision is explained to parents.	
6	<b>Standards of provision</b>	Parents/carers are involved in evaluating whether academically more able provision is satisfactory in the school.	Evaluation form for academically more able provision. Results of evaluation.	
7	<b>System for handling complaints/grievances</b>	Parents/ carers have a clear complaints' procedure and are confident that the school will take action where high quality education is not provided for academically more able children.	Copy of complaints procedure.	

## Gold School Membership - One Star

8	<b>Taking account of parents' input</b>	Parents/carers' views on the additional needs of their child are taken into account when the child joins the school and if problems occur.	Copy of procedure to take parents/carers' views into consideration.	
9	<b>Enabling curriculum entitlement and choice</b>	The school works with parents/carers to provide support and guidance to enable pupils in making choices.	Evidence from parents/carers' sessions on supporting pupils. Materials provided to parents.	
10	<b>Assessment for learning</b>	Dialogue with pupils and parents provides focused feedback, which is used to plan future learning.	Evidence from parents/carers' evenings. Evidence from other feedback sessions.	
11	<b>Leadership</b>	Responsibility for academically more able provision is distributed, and evaluation of its impact shared, at all levels in the school/college. Staff subscribe to policy at all levels.	Structure for how work with academically more able pupils is distributed amongst staff.	

## Gold School Membership - One Star

12	<b>Policy</b>	The academically more able policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies. Parents are kept informed of the policy and any changes to it.	Copy of the academically more able policy. Details of how parents can access this easily. Details to show parents are informed about this policy and how to access it e.g. a letter home, policy on website.	
13	<b>Communication with parents about provision</b>	Parents/carers receive written confirmation of the extra challenge and support their child will receive if they are identified as academically more able and a clear understanding of what they should do to help them.	Example of information given to parents e.g. letter home, on the school website.	
14	<b>School/college ethos and pastoral care</b>	The school/college identifies and addresses the particular social and emotional needs of academically more able pupils in consultation with pupils, parents and carers.	Evidence of collecting this information. Evidence of how it is addressed.	
15	<b>Staff development</b>	Staff have received professional development, including input from parents/carers, in meeting the needs of academically more able pupils. The lead professional responsible for academically more able education has received appropriate professional development. This named individual is identified and made known to parents/carers with children identified as academically more able.	Evidence of professional development training such as the workshops provided by Potential Plus UK. Evidence of parental input where appropriate. Details of lead professional and their contacts, availability for appointments, etc. Evidence to show parents/carers know how to access him/her.	

## Gold School Membership - One Star

16	<b>Engaging with the community, families and beyond</b>	Parents/carers are aware of the school/college's policy on academically more able provision, contribute to its identification processes and are kept informed of developments in academically more able provision, including through the School Profile.	Evidence on how parents/carers are kept aware of school policy in this area. Information provided on website, annual report etc.	
17	<b>Learning beyond the classroom – Extracurricular opportunities</b>	There are opportunities for pupils to learn beyond the school/college day and site (extended hours and out-of-school activities). Parents and pupils are kept informed of these options.	Details of learning opportunities beyond the classroom. Details about where these are publicised. An academically more able representative on the school/college council.	
18	<b>Learning beyond the classroom – dedicated academically more able activities</b>	Pupils participate in dedicated academically more able activities (e.g. summer schools) and their participation is recorded.	Details of learning opportunities for academically more able pupils beyond the classroom. Details about where these are publicised.	
19	<b>Learning beyond the classroom – views of parents/carers</b>	Parents/carers have their views listened to on learning beyond the classroom.	Copies of parents' surveys on learning beyond the classroom.	

## Gold School Membership - One Star

<b>A</b>	<b>Engaging parents and carers</b>	The school involves parents and carers of academically more able pupils in the assessment process by using the Potential Plus UK online questionnaire for Gold Schools One Star.	Evidence of parent/ carer engagement in the application process via the online questionnaire for Gold Schools One Star.	
<b>B</b>	<b>Engaging pupils</b>	The school involves its academically more able pupils in the assessment process through simple questionnaires, gathering of information.	Evidence of pupil engagement in the application process. Examples of questions and information to gather are available from Potential Plus UK.	



## Gold School Membership - Two Stars

To meet the requirements of Gold School Membership with Two Stars you must meet the above criteria as well as:

ELEMENT OF MEMBERSHIP	STANDARD REQUIRED	EXAMPLES OF EVIDENCE REQUIRED	EVIDENCE ENCLOSED - LIST EXAMPLES
20a	<b>Identification of academically more able pupils</b>	The academically more able record is used to identify under-achievement and exceptional achievement and to track/review pupil progress. Two way communications with parents both supports and informs the review.	Examples of two way communication with parents/ carers on both ability and achievement. A shadow list created by the school with potential academically more able children.
20b	<b>Transfer and transition</b>	Transfer of information concerning academically more able pupils, including parental input, informs targets for pupils to ensure progress in learning. This is ongoing in transition from year to year within the school and between schools.	Evidence that parents are asked for their input on how their child can progress in learning from year to year.
21	<b>Appropriate teaching and learning strategies</b>	Teaching and learning strategies are diverse and flexible, meeting the needs of distinct pupil groups within the academically more able population (e.g. able underachievers, exceptionally able, dual or multiple exceptional learners). Meaningful challenge is provided for distinct pupil groups in ways that they can access learning. Parents are included in discussions on how best to cater for their child.	Evidence of understanding the needs of, and providing for, distinct pupil groups, within the academically more able cohort. Evidence of communicating these needs and provision clearly with parents/carers e.g. at parents' evenings or one to one meetings. Evidence that parental input is valued.

## Gold School Membership - Two Stars

22	<b>Assessment for learning</b>	Routine progress reviews make effective use of prior, predictive and value-added attainment data to plan for progression in pupils' learning. Progress reviews include staff, pupils and their parents/carers.	Evidence from parents/ carers evenings. Evidence from other feedback sessions and ways of reviewing progress with parents/carers.	
23	<b>Leadership</b>	Responsibility for academically more able provision is distributed, and evaluation of its impact shared, with the parents/ carers, as well as with all staff. Governors play a significant supportive and evaluative role.	Details of how parents input into school's work with its academically more able cohort. Examples of how responsibility is shared with parents/carers. Details of the Governor with responsibility for academically more able policy and procedures.	
24	<b>Policy</b>	The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation. Parents are a critical part of this process.	Details of how the academically more able policy links in with all other policies e.g. with a section on the needs of academically more able children at the end of every policy document. Details of how parents are involved in the review and drafting of the academically more able policy	
25	<b>School/college ethos and pastoral care</b>	The school/college works closely with parents /carers to foster an environment which promotes positive behaviour for learning. Pupils are listened to and their views taken into account. Specific support for able underachievers, pupils from different cultures and social backgrounds, and their parents is available and accessible	Evidence of how the school/ college works closely with parents/carers to promote positive behaviour. Information about the support available for these children and their parents/ carers. Information about how parents/carers access this information.	

## Gold School Membership - Two Stars

26	<b>Staff development</b>	The induction programme for all new staff addresses academically more able issues, both at whole school/college and specific subject/aspect level. Governors with responsibility for academically more able pupils feed into this programme. Subject/aspect and phase leaders have received specific professional development in meeting the needs of academically more able pupils and their parents/carers.	Details of induction programme and how it addresses academically more able issues. Evidence that Governors provide feedback to the Governing Body as appropriate, so that parent Governors are kept aware of staff developments in the area of academically more able provision. Evidence of internal staff meetings on academically more able issues and provision within the school e.g. one meeting per term or a date log of meetings. Details of what professional development these leaders have had on meeting the needs of parents/carers. Information evaluating how this information was delivered.	
27	<b>Monitoring and evaluation</b>	Performance against targets is regularly reviewed and shared with parents/carers.	Procedure for sharing with parents/carers performance against targets reviews.	
28	<b>Engaging with the community, families and beyond</b>	Progression of academically more able pupils is enhanced by home-school/college partnerships. There are strategies to engage and support hard-to-reach parents/carers.	Examples of strategies in place to support and engage with hard to reach parents/carers e.g. via training and workshops from Potential Plus UK. Examples of parental engagement initiatives. Evidence of the success of these initiatives.	

29	<b>Learning beyond the classroom</b>	A coherent programme of enrichment and extension activities complements teaching and learning and helps identify pupils' potential. Information is shared with parents/carers. Local and national provision helps meet individual pupils' learning needs e.g. Potential Plus UK membership, accessing outreach, local enrichment programmes. Parents/carers and schools know about the learning and support being given at school and at home.	Details of learning opportunities beyond the classroom. Details about where these are publicised. Procedures for giving feedback to parents/carers. Examples of feedback given to parents/carers. A list of learning opportunities provided through the school. Details of how parents/carers can find out about learning and support opportunities outside school, both locally and nationally. Examples of initiatives run.	
C	<b>Engaging parents and carers</b>	The school involves parents and carers of academically more able pupils in the assessment process by using the Potential Plus UK online questionnaire for Gold Schools Two Stars. This replaces information gathered for A for Gold Schools One Star and is not required in addition to A.	Evidence of parent/ carer engagement in the application process via the online questionnaire for Gold Schools Two Stars.	
D	<b>Engaging pupils</b>	The school involves its academically more able pupils in the assessment process through simple questionnaires, gathering of information. This replaces information gathered for B for Gold Schools One Star and is not required in addition to B.	Evidence of pupil engagement in the application process. Examples of questions and information to gather are available from Potential Plus UK.	



## Gold School Membership - Three Stars

To meet the requirements of Gold School Membership with Three Stars you must meet the above criteria as well as:

ELEMENT OF MEMBERSHIP	STANDARD REQUIRED	EXAMPLES OF EVIDENCE REQUIRED	EVIDENCE ENCLOSED - LIST EXAMPLES	
30a	<p><b>Identification of academically more able pupils</b></p>	<p>Multiple criteria and sources of evidence are used to identify academically more able pupils, including through the use of a broad range of quantitative and qualitative data from both home and school sources. Identification is inclusive and the criteria for identification have a strong focus on the <b>potential</b> of children. Identification is supported by a comprehensive monitoring, progress planning and reporting system which the children's parents/carers and all staff regularly share and contribute to.</p>	<p>Information required from home and how this is built in to the identification process. Details of how identification is supported through monitoring, progress planning and reporting. Details of how the parents/ carers share the results of this work and contribute to it.</p>	
30b	<p><b>Transfer and transition</b></p>	<p>Transfer data concerning academically more able pupils is used to inform planning of teaching and learning at subject/ aspect/ topic and individual pupil level, with the aim of supporting progression according to ability rather than age or phase.</p>	<p>Evidence that parents are actively involved in the learning process of their child to aid appropriate progression.</p>	

## Gold School Membership - Three Stars

31	<b>Effective provision in the classroom</b>	The school/college has established a range of methods to find out what works best in the classroom and for different pupil groups, and shares this within the school/college, with parents/carers and with other schools and colleges. Provision is pupil-centred.	Examples of the range of methods used in the classroom and how these are shared with parents/carers. These could be included in the children's Individual Education Plans.	
32	<b>Policy</b>	The academically more able policy includes input from the whole school/college community, including the parents/carers, and is regularly refreshed in the light of innovative national and international practice.	Procedures for how parents/carers have an input into the academically more able policy. Details of how it is refreshed in the light of national and international practice.	
33a	<b>Engaging with the community, families and beyond</b>	Parents/carers are actively engaged in extending provision. Support for academically more able provision is integrated with other children's services (e.g. Sure Start, EAL, traveller, refugee, LAC Services or similar).	Copy of parental engagement strategy. Evidence of how this is implemented. Evidence of how parents/carers are involved in the development and implementation of this strategy.	
33b	<b>Resources</b>	Resources are used to stimulate, innovate and encourage experimental practice, which is shared throughout the school/college. These resources are regularly reviewed for impact and best value.	Parents are actively encouraged and used as a resource for their skills, knowledge and expertise for the whole school e.g. as visiting speakers or as participants to enrichment discussion groups for academically more able pupils.	

## Gold School Membership - Three Stars

34	<b>Learning beyond the classroom</b>	<p>Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/colleges and parents/carers as well as community groups to further enhance teaching and learning.</p> <p>Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE/FE links, on-line support, and local/regional/national programmes.</p> <p>Parents/carers are kept regularly informed about what is going on.</p>	<p>Details of how learning opportunities are developed beyond the classroom.</p> <p>Details of what is going on beyond the classroom in collaboration with others.</p> <p>Examples of good practice.</p> <p>Evidence of taking into account achievements outside the classroom e.g. portfolio where children and their parents/carers can record their achievements outside the classroom, such as music exams, membership of county teams, participating in performance, community work, success in a competition or a quiz etc.</p> <p>Examples of strategies developed via external agencies.</p> <p>Examples of how parents/carers are informed about what is going on.</p>	
E	<b>Engaging parents and carers</b>	<p>The school involves parents and carers of academically more able pupils in the assessment process by using the Potential Plus UK online questionnaire for Gold Schools Three Stars. This replaces information gathered for A and C and is not required in addition to A and C.</p>	<p>Evidence of parent/carer engagement in the application process via the online questionnaire for Gold Schools Three Stars.</p>	
F	<b>Engaging pupils</b>	<p>The school involves its academically more able pupils in the assessment process through simple questionnaires, gathering of information.</p> <p>This replaces information gathered for B and D for and is not required in addition to B and D.</p>	<p>Evidence of pupil engagement in the application process.</p> <p>Examples of questions and information to gather are available from Potential Plus UK.</p>	