

# Charters School

## Potential High Achievers



CHARTERS  
— SCHOOL —

## Parents/Carers Booklet

Unity Respect Excellent

# Potential High Achievers at Charters School

The aim of this booklet is to offer some ideas and support to parents/carers of Potential High Achievers at Charters School.

Students are identified as Potential High Achievers in Year 7 based upon their grades from primary school alongside an aptitude test, called CAT. The Potential High Achievers Group is then reformulated in Year 10 using progress report data and other assessment tools. At Key Stage 5 students apply to be part of the PHA group and are those considering application to top universities. All of these students have the potential to obtain some of the highest grades, should they choose to take the opportunities offered to them. The aim is for these students to typically achieve at least six 9-7 grades at GCSE as this will help support their application to top Russell group universities in the future.

Whether or not a child is identified as PHA is not a direct indicator of success. It will, in large part, depend upon the attitude to learning adopted by that child and the support they receive. This booklet is therefore aimed at parents/carers who would like further ideas for how they can extend their child's curiosity and support them further with their broader education.

## How does the school support your child?

Charters School has a responsibility to meet the needs of all students. Challenge is an integral part of the teaching and learning at our school, with a focus on ensuring our Potential High Achievers have access to the support they need to help them achieve their full potential.

Ms Anderson is the Potential High Achievers Coordinator and is responsible for ensuring that students are given this support. Miss Wareham is further responsible for supporting and mentoring students in KS3 and Miss Lawson is responsible for those in KS4. All departments are responsible for developing enrichment materials for PHA students and teaching material appropriate to the more-able child.

## Within the curriculum

Throughout the school, students assess their progress and potential using teacher feedback, both formative and summative, including our progress report system, and also peer and self-assessment. This is important to PHA students because it encourages and empowers them to become more involved in, and responsible for their learning. This will support them in developing skills of self-directed and self-regulated learning, which they can then apply to their own work, and will focus them on aspirational targets.

At KS3:

- 1) PHA students will receive mentorship from Miss Wareham throughout Year 7-9. This support is tailored to the needs of individual students and is aimed towards supporting these students to achieve their potential.

- 2) All PHAs have the opportunity to apply for a limited number of spaces on the Foundation Project Qualification in Year 8, a Level 1, accredited qualification designed to develop independent learning, critical scholarship and research skills.
- 3) Students will receive tailored support in selecting their GCSE options.

#### At KS4:

- 1) PHA students will receive mentorship from Miss Lawson throughout Year 10-11. This support is tailored to the needs of individual students and is aimed towards supporting these students to achieve their potential.
- 2) Students will receive support to equip them with revision and study skills as well as Careers advice and support selecting their A Level options.
- 3) All PHAs will have the opportunity to apply for a limited number of spaces on the Brilliant Club's Scholars Programme in Year 10. This is an opportunity to work with a PhD researcher and experience university-style learning through a series of tutorials, complemented by two trips to highly-selective universities. Students will also work towards a challenging final assessment, which is marked and moderated using University grades.
- 4) All PHAs will be invited a trip to the University of Oxford in Year 10 to introduce the idea of further education and encourage students to consider University as a post-school option.

#### At KS5

- 1) PHA students will receive mentorship from Ms Anderson as regards their academic performance. They will also receive the support of a subject-specialist mentor throughout the process of applying to university.
- 2) PHA students participate in a programme of activities designed to support the university application process and develop their independent learning skills.
- 3) PHA students have the opportunity to develop their personal academic interests further through participation in the Extended Project Qualification.

### **Outside the curriculum**

An extensive enrichment programme offers extra-curricular and supra-curricular activities in school. Extra-curricular clubs are advertised on the school website and a list of those particularly tailored towards more able students are highlighted on the Subject Specialists page.

Other activities may involve time off the normal timetable to participate in trips to careers fairs and universities.

## How can you support at home?

The following are some suggestions for supporting able children at home:

- Read with them, even if they are good readers. Discuss the text.
- Encourage your child to read texts that extend their learning beyond the core curriculum covered in lessons. Encourage them to find a topic of interest and read around it. Reading lists for each subject at each Key Stage are available on the school website.
- Able children enjoy learning new words – have a new word of the week at home.
- Extend their general knowledge with a fact of the week.
- Set time aside to ask your child to teach you a concept or a technique they have learnt at school. Ask them questions and then ask them to quiz you.
- Ask your child questions about what they have been learning in school.
- Support any texts or projects they are studying by visiting the theatre or museums.
- Encourage physical activity to develop co-ordination and general fitness.
- Ensure your child has a healthy breakfast before leaving the house each day.
- Do not always focus on areas your child is good at – encourage them to try new activities
- Puzzles, crosswords, logic games, word games, card games and board games all help to develop thinking skills and social interaction.
- Learn a new language together, using an app such as Memrise or Duolingo
- Encourage children to ask questions and answer them as fully and honestly as possible but admit it when you do not know the answer. PHA students may be less used to struggling than other students but must understand that it is the most important part of learning.
- Allow 'down time'. It can be effective to limit the number of formal activities that a child is exposed to, in order to ensure that they have the space and 'free time' in which to play, experiment and develop hobbies and interests of their own.
- Treat learning as a privilege that is fun and enjoyable. Watching the news and understanding how education works globally can support this.
- Encourage an active interest in current affairs e.g. by listening to or watching the news or reading news articles.
- All children, particularly PHA students who can be highly self-aware, need to develop self-esteem and confidence through praise and encouragement.
- Encourage your child to appreciate and listen to the views of others and learn to interact with others.
- Encourage your child to explore their interests through independent projects. There are several useful websites to help further develop their knowledge and understanding:
  - MOOCs (<https://www.futurelearn.com/>) are free online courses that are great for university applications and interested students.
  - TED lectures (<https://www.ted.com/talks>)
  - [www.masterclasses.co.uk](http://www.masterclasses.co.uk) provides specialist day and residential masterclasses for gifted children.
  - [www.mensa.org](http://www.mensa.org) provides a forum for intellectual exchange among its members around the world. Membership includes access to lectures, discussions, and journals.

## Top 100 books to read before you leave secondary school

Reading is one of the most important things your child can be doing, anything, on any subject. On the school website, our staff have put together reading lists for each subject tailored to the different Key Stages, which could provide an excellent starting point.

This is a list of fictional works and could provide a useful challenge to work through:

- 1 *1984* by G. Orwell
- 2 *Adventures of Huckleberry Finn* by M. Twain
- 3 *The Adventures of Tom Sawyer* by M. Twain
- 4 *Angus, Thongs and Full-Frontal Snogging* by L. Rennison
- 5 *Animal Farm* by G. Orwell
- 6 *Anita and Me* by M. Syal
- 7 *Around the World in Eighty Days* by J. Verne
- 8 *The Artemis Fowl series* by E. Colfer
- 9 *Atonement* by I. McEwan
- 10 *The Bell Jar* by S. Plath
- 11 *Beloved* by T. Morrison
- 12 *Billy Liar* by K. Waterhouse
- 13 *Birdsong* by S. Faulks
- 14 *The Book Thief* by M. Zuak
- 15 *The Boy in the Striped Pyjamas* by J. Boyne
- 16 *Brave New World* by A. Huxley
- 17 *Bridge to Terabithia* By K. Paterson
- 18 *Brighton Rock* by G. Greene
- 19 *Cat's Eye* by M. Atwood
- 20 *Catch-22* by J. Heller
- 21 *The Catcher in the Rye* by J.D. Salinger
- 22 *A Christmas Carol* By C. Dickens
- 23 *Cider with Rosie* by L. Lee
- 24 *A Clockwork Orange* by A. Burgess
- 25 *Cloud Atlas* by D. Mitchell
- 26 *The Color Purple* by A. Walker
- 27 *Coram Boy* by J. Gavin
- 28 *Cry, the Beloved Country* by A. Paton
- 29 *The Curious Incident of the Dog in the Night-time* by M. Haddon
- 30 *Danny, Champion of the World* by R. Dahl
- 31 *The Discworld series* by T. Pratchett
- 32 *Do Androids Dream of Electric Sheep?* by PK Dick
- 33 *Dracula* by B. Stoker
- 34 *Dubliners* by J. Joyce
- 35 *Emma* by J. Austen
- 36 *Empire of the Sun* by JG Ballard
- 37 *Face* by B. Zephaniah
- 38 *Fahrenheit 451* by R. Bradbury
- 39 *My Family and Other Animals* by G. Durrell
- 40 *The Fault in our Stars* by J. Green
- 41 *Forever* by J. Blume
- 42 *Frankenstein* by M. Shelley
- 43 *A Gathering Light* by J. Donnelly
- 44 *The Grapes of Wrath* by J. Steinbeck
- 45 *Great Expectations* by C. Dickens
- 46 *The Great Gatsby* by F. Scott Fitzgerald
- 47 *Gulliver's Travels* by J. Swift
- 48 *Half a Yellow Sun* by CN Adichie
- 49 *The Harry Potter series* by JK Rowling
- 50 *Heroes* by R. Cormier
- 51 *His Dark Materials* trilogy by P. Pullman
- 52 *The Hobbit* by JRR Tolkein
- 53 *Holes* by L. Sachar
- 54 *The Hunger Games* trilogy by S. Collins
- 55 *I am David* by A. Holm
- 56 *Jane Eyre* by C. Brontë
- 57 *A Kestrel for a Knav* by B. Hines

- 58 Kidnapped by RL Stevenson
- 59 The Kite Runner by K. Hosseini
- 60 Life of Pi by Y. Martel
- 61 Little Women by LM Alcott
- 62 Lord of the Flies by W. Golding
- 63 The Lord of the Rings trilogy  
by JRR Tolkein
- 64 The Mayor of Casterbridge  
by T. Hardy
- 65 Of Mice and Men  
by J. Steinbeck
- 66 A Modest Proposal by J. Swift
- 67 A Monster Calls by P. Ness
- 68 Never Let Me Go by K. Ishiguro
- 69 The Noughts and Crosses  
trilogy by M. Blackman
- 70 The Old Man and the Sea  
by E. Hemingway
- 71 Oliver Twist by C. Dickens
- 72 On the Road by J. Kerouac
- 73 One Day in the Life of Ivan  
Denisovich  
by A. Solzhenitsyn
- 74 One Flew over the Cuckoo's  
Nest by K. Kesey
- 75 A Passage to India  
by EM Forster
- 76 The Picture of Dorian Gray  
By O. Wilde
- 77 A Portrait of the Artist as a  
Young Man by J. Joyce
- 78 Pride and Prejudice  
by J. Austen
- 79 Private Peaceful  
by M. Morpurgo
- 80 Refugee Boy by B. Zephaniah
- 81 A Room with a View  
by EM Forster
- 82 The Sherlock Holmes series  
By AC Doyle
- 83 Schindler's Ark by T. Keneally
- 84 Skellig by D. Almond
- 85 A Song of Ice and Fire series  
By GRR Martin
- 86 Strange Case of Dr Jekyll and  
Mr Hyde by RL Stevenson
- 87 Stone Cold by R. Swindells
- 88 Tess of the D'Urbevilles  
by T. Hardy
- 89 Things Fall Apart by C. Achebe
- 90 A Time to Dance  
by B. MacLaverty
- 91 To Kill a Mockingbird by H. Lee
- 92 The Tracy Beaker series  
by J. Wilson
- 93 Treasure Island  
by RL Stevenson
- 94 V for Vendetta by A. Moore  
and D. Lloyd
- 95 War Horse by M. Morpurgo
- 96 The War of the Worlds  
by HG Wells
- 97 When Hitler Stole the Pink  
Rabbit by J. Kerr
- 98 White Teeth by Z. Smith
- 99 Wonder by RJ Palacio
- 100 Wuthering Heights by E. Brontë

## Top 26 books to read before going to university

1. *Aliens: why they are here*  
by B. Appleyard
2. *A Rage to Live: a biography of Richard and Isabel Burton*  
by MS Lovell
3. *A Room of One's Own* by V. Woolf
4. *A Time of Gifts* by PL Fermor
5. *Galileo's Middle Finger: heretics, activists and the search for justice in science* by A. Dreger
6. *Landscape for a Good Woman: a story of two women*  
by C. Steedman
7. *Life's Greatest Secret: the race to crack the genetic code* by M. Cobb
8. *Musicking: the meanings of performing and listening*  
by C. Small
9. *Old Goriot* by H. de Balzac
10. *On Becoming a Person: a therapist's view of psychotherapy*  
by C. Rogers
11. *On Poetry* by G. Maxwell
12. *Philosophical Investigations*  
by L. Wittgenstein
13. *Reborn: early diaries, 1947-1963*  
by Susan Sontag
14. *Sapiens: a brief history of humankind* by YN Harari
15. *Surely You're Joking, Mr Feynman: Adventures of a curious character*  
by R. Feynman
16. *Talking to Strangers: anxieties of citizenship since Brown v Board of Education* by D. Allen
17. *The Blandings stories*  
by PG Wodehouse
18. *The Establishment: and how they get away with it* by O. Jones
19. *The History Man* by M. Bradbury
20. *The Secret History* by D. Tartt
21. *The Invisible Gorilla: and other ways our intuition deceives us*  
by C. Chabris and D. Simons
22. *The Wind in the Willows*  
by K. Grahame
23. *The Women's Room* by M. French
24. *This Changes Everything: capitalism vs the climate*  
by N. Klein
25. *This is Water: some thoughts, delivered on a significant occasion, about living a compassionate life*  
by DF Wallace
26. *You are not so Smart: why your memory is mostly fiction, why you have too many friends on Facebook and 46 other ways you're deluding yourself*  
by D. McRaney