# POTENTIALPLUS
## Churchdown Inspired

We want all students in our school to achieve the highest standards of learning possible so that they are equipped to deal effectively with the opportunities and challenges they encounter in a changing world. We want them to be enthusiastic about learning, in a safe and supportive environment. Potential Plus is part of the Churchdown Inspired Programme to support more able and gifted and talented students at Churchdown School.

Our provision for our more able, gifted and talented students:

♦ caters for individual needs of students through differentiated lessons via a broad and balanced curriculum;

♦ provides further extension in those topics or areas in which the students are demonstrating exceptional ability;

♦ offers enrichment opportunities outside the normal classroom, which enable pupils to widen their experience and develop specific skills; for example, visits, productions, field trips, visiting experts, interest clubs – art, drama, dance, sports training, writing club, maths club, chess, language classes after school, enrichment days (the timetable is temporarily suspended for special activities) business and/or community projects, mini-enterprises and enterprise days and events.

♦ provides opportunities for students to take part in competitions at national and international levels

In addition to the above, the Potential Plus co-ordinator, Dr Martin, is running a cross-curricular project on Wednesdays after school based around the principle of Osborn-Parne's Creative Problem Solving (CPS) Process. This process is a flexible tool that can be used to examine real problems and issues. Developed by 'brainstorming' creator Alex Osborn and Dr Sidney Parnes, the six stages to the model, provide a structured procedure for identifying challenges, generating ideas and implementing innovative solutions. Through continued practice and use of the process students can strengthen their creative techniques and learn to generalise in new situations.

The process flows logically through the six steps of:

1. Objective Finding - identifying the goal, challenge and future direction.
2. Fact Finding - collecting data about the problem, observing the problem as objectively as possible.
3. Problem Solving - examining the various parts of the problem to isolate the major part, stating the problem in an open-ended way.
4. Idea Finding - generating as many ideas as possible regarding the problem, brainstorming.
5. Solution Finding - choosing the solution that would be most appropriate, developing and selecting criteria to evaluate the alternative solutions.
6. Acceptance Finding - creating a plan of action.

The project will be based around the idea of reducing our carbon foot-print in schools and is designed to enhance skills in:

♦ greater reflection;

♦ exploration of diverse viewpoints;

♦ consideration of difficult questions;

♦ formulation of opinions;

♦ problem solving and enquiry;

♦ connections between past and present learning;

♦ regular use of higher order thinking skills (analysis, synthesis and evaluation);

♦ independent thinking and learning;

♦ negotiating challenging goals;

♦ encouraging young people to set some of their own;

♦ emphasising investigation, problem solving and exploration;

and

♦ providing opportunities for students to learn techniques for expressing their views, for posing questions and for interrogating the views of others

**We want our Potential Plus students to be amongst the first to start to become critical, independent thinkers, capable of articulating their personal, considered viewpoint.**

Other strategies for developing challenge for Potential Plus students through-out the project will be the idea of shifting their way of thinking from:

♦ concrete to abstract (materials, ideas, applications)

♦ simple to complex (resources, research, issues, skills needed, targets set)

♦ basic to transformational (information, ideas, materials and applications)

♦ single to multi-faceted/divergent (making connections within or across subjects)

♦ structured to open-ended (decisions, approaches and solutions become the learner's responsibility)

♦ little to greater independence (planning, monitoring, evaluating)

♦ small to larger steps (in imagination, insight, application)