



West Road Primary School

Title of Policy: ***High Achievers' Policy***

Date Reviewed:
January 2016

Person Responsible:
HT/SLT

Frequency of Review: 3 Year

Policy for Higher Achieving Pupils

Introduction

At West Road Primary our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

'Every child wants to be good at something, and every child can be.'
Professor Joan Freeman, Patron of NACE, *How to Raise a Bright Child*

'Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.'
Professor Deborah Eyre, 2001.

Recently there has been a move away from the term 'Gifted and Talented', with the idea

that there is more 'room at the top' and we need to raise aspirations for those with potential to become the highest attainers. The report 'Educating the Highly Able' produced by the Sutton Trust in July 2012 recommends 'the confusing and catch-all construct "gifted and talented" be abandoned" and suggests the focus should be on those capable of excellence in school subjects, which the report terms, 'highly able'. Potential Plus (formerly National Association for Gifted Children) prefers the phrase 'high learning potential'. The DfE now use the term 'Academically More Able Pupils' (as of Spring 2012).

Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

1. Rationale

At West Road Primary we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.

We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their potential.

This policy is a statement of the entitlement of children who are higher achievers and of the ways that entitlement is met.

2. Definitions and descriptions

Pupils on West Road's Higher Achievers Register will be (at the time of being placed on the register) expected to achieve mastery (Secure plus) for their age in the subject/s they are recognized as being 'Higher Achievers' in *or* will have demonstrated high potential in one or more subject.

High Achieving pupils can have/be:

- good 'all-rounders';
- high ability in one area only;
- of high ability but with low motivation;
- of good oral ability but have poor writing skills;
- very able with a short attention span;
- very able with limited interpersonal skills;
- keen to disguise their abilities;
- SEN;
- Receiving Pupil Premium Grant
- behavioural difficulties.

3. Aims

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify children achieving at a level beyond their peers and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- To identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- To provide an appropriately challenging curriculum for higher achievers and potentially higher achieving children through extension within the curriculum and through enrichment/study support beyond it.

- To support and make more effective the transition of higher achieving children to secondary school.

4. Identification

Identification will be an ongoing process of making judgements based on an analysis of various sources of information, including:

- test scores;
- teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, APP);
- predicted test/examination results;
- reading/spelling ages;
- performance in lessons and in front of an audience (e.g. in assembly, on sports day);
- participation in enrichment activities;
- discussion with parents;
- collation of evidence (pupils' work);
- ongoing assessment using open/differentiated tasks (identification through provision).

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts. It will also be alert to the necessity of including children at the early stages of English language fluency.

We will compile and maintain a register of our Higher Achieving Pupils. The information is collated by the High Achievers Co-ordinator and is regularly reviewed and updated (termly).

5. Provision

5.1. Within the classroom

Important strategies include:

- varied and flexible grouping within a class;
- provision of opportunities for more able pupils to work with pupils of similar ability, which will mean that it is sometimes appropriate for pupils to work with older pupils;
- mentoring and additional provision for pupils of exceptional ability;
- the provision of enrichment/extension activities and tasks;
- withdrawal of very able children for higher-level work in small groups;
- differentiation within subject areas;
- setting clear and challenging targets;
- asking higher-order questions which encourage investigation and enquiry;
- teaching thinking skills in a subject context, e.g. problem-solving, decision-making;
- facilitation of independent learning by allowing pupils to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

5.2 Out-of-class provision

Enrichment opportunities out of class will include the following:

- enrichment days;
- school clubs;
- workshops within school, e.g. drama, P.E.;
- visits, experts, master classes;
- competitions;
- themed days/weeks (e.g. international week);
- opportunities for children to become 'experts' and teach others their skills (e.g. storytelling for younger children);
- residential experiences (year 6).

6. Responsibilities

The Headteacher will be responsible for:

- overall policy setting;
- the depth and breadth of the curriculum;
- whole-school assessment and monitoring systems;
- leading/facilitating staff in their provision for Higher Achievers.

The Deputy Headteacher for Inclusion will be responsible for:

- monitoring the implementation of the agreed policy;
- compiling and maintaining an up-to-date register of high achieving pupils;
- coordinating provision for children on the register;
- developing expertise in this area through appropriate in-service courses for colleagues (INSET);
- sharing expertise with other staff and directing them to appropriate INSET;
- supporting and monitoring curriculum planning which ensures differentiated provision;
- ensuring the transfer of relevant information on the cohort to secondary schools;
- purchasing and organising resources to facilitate the teaching of high achieving children.

Subject coordinator's will be responsible for:

- advising others of suitable strategies for extending the high achievers in their subject;
- purchasing and disseminating appropriate resources;
- assisting colleagues with differentiated planning;
- collecting examples of exceptional work;
- monitoring provision for the high achievers in their

The class teacher will be responsible for:

- identifying the high achievers in their class;
- setting appropriate targets for the high achievers in their class;
- ensuring appropriate provision through differentiated planning;
- using appropriate resources to challenge the high achievers;
- monitoring the performance of the high achievers.

Priorities for development

The priorities for the development of the teaching and learning of High Achieving pupils will be established using advice from The Department for Education and the National Association for Able Children in Education (NACE).

Monitoring and evaluation

This policy and its effectiveness will be reviewed annually by the Deputy Headteacher for Inclusion against the aims set out above and against whole-school targets.

Written: Spring 2016

Next review: Spring 2018