



## Higher Attainers Policy

November 2018

Version	Date	Author	Status	Summary
1.0	29.02.12	M. Brice	Approved	Original Document
2.0	8.3.2016	W Southgate	Approved	Updated policy in line with HA guidance
3.0	Nov 2018	L English & M Brice	Approved	Update

Last Reviewed By: Curriculum and Standards Committee

Date of Review: November 2018

Expiry Date: November 2020

## ***Policy Statement***

### **Vision Statement**

At Buryfields we will foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

This policy supports and reinforces the aims of Buryfields Infant School, valuing all children and staff equally and as individuals. It supports a culture in which we promote:

### **EXCELLENCE – RESPECT – ACHIEVEMENT**

This policy should be read in conjunction with our policies for the Curriculum and for Teaching, Learning and Assessment.

### **RATIONALE:**

At Buryfields Infant School we believe there is no limit to aspiration and attainment for any pupil. We strive to provide a secure and challenging environment that stimulates the development of all pupils, ensuring that children are given opportunities to achieve their potential. These pupils must be identified, challenged and supported in order to ensure their individual needs are met, within and beyond the curriculum. The overarching aim of this policy is to provide guidance as to how we meet the needs of high attaining children, in keeping with our ethos of providing high quality learning experiences for all.

### **AIMS:**

- To provide stimulating learning experiences for all pupils, to encourage independent and collaborative learning and to support pupils in taking the initiative
- To provide opportunities for pupils to work at higher cognitive levels and use more advanced thinking skills independently
- To provide pupils with opportunities for pupils to develop specific skills and talents
- To encourage children to reflect on the process of their learning and to understand the factors that help them to make progress
- To foster the development of well-rounded and balanced individuals intellectually, academically, emotionally and socially
- To raise expectations and aspiration for all pupils
- To be inclusive

### **PRINCIPLES:**

High attaining children will be identified as those who are capable of exceedingly high or exceptional attainment in one or more of the areas of learning including:

- Academic
- Intellectual
- Sporting
- Musical
- Dramatic
- Creativity

**IDENTIFICATION:**

We recognise the need to identify high attaining pupils and appreciate that a designated list will require regular monitoring. A range of identification evidence will be used, including:

- Teacher assessment and academic records
- Staff recommendations
- Information from parents, carers and outside agencies

We recognise that not all high attaining students will achieve consistently, and this needs to be addressed. Disaffection and underachievement can also happen with potentially high attaining pupils, and in school we need to ensure that all our pupils are motivated to achieve. Through target setting and close monitoring, we will try to ensure that high attaining pupils who are underachieving are motivated and encouraged to achieve at an appropriately high level. All staff will be involved in creating our register of high attainers, which will be updated yearly and reviewed mid year. At Parent Consultation Evenings, we communicate every child's current attainment, identify how we are meeting their individual needs and set next step targets. We do not refer to the register as this is used for our own monitoring purposes. We appreciate that children on our high attainers register may come from different backgrounds and ethnic groups and that they may be identified in listings of vulnerable pupils.

**PROVISION:**

We see provision for high attaining pupils as the development of expertise, skills and attitudes, not just knowledge acquisition.

**In the classroom we will:**

- Value and utilise pupils' own interests and learning styles.
- Differentiate tasks to allow progress and challenge for all.
- Encourage the use of a variety of resources, ideas, methods and tasks that enable children to challenge their own learning.
- Provide a secure learning environment where risk taking is valued.
- Encourage children to reflect and ask questions about their learning and the ways in which they learn.
- Celebrate creative and original thinking.
- Ensure that home learning activities extend individual learning and motivate.
- Use Assessment for Learning (AfL) to identify challenging next steps for learners
- Ensure a range of flexible learning strategies are used to meet the needs of able pupils and able underachievers (to include specific strategies i.e. flexible challenge groups focussing on higher order thinking skills, problem solving and independent learning)

**Beyond the classroom we will provide enrichment through:**

- School clubs.
- Partnerships and activities with other schools.
- Visits from / collaboration with outside agencies.
- Signposting to outside providers.

**As a school we will:**

- Monitor the quality of teaching through triangulation of planning, teaching and scrutiny of work to ensure that good quality differentiation is leading to challenge for high attaining pupils.
- Involve high attaining pupils in extra-curricular activities beyond the curriculum.
- Keep up to date with developments in provision for high attainers.
- Monitor the progress of high attainers and use resultant information in pupil progress meetings to plan future provision.

**MONITORING****The inclusion manager will:**

- Provide day-to-day support, guidance and advice to staff.
- Work with all staff to monitor and update the register of high attainers.
- Regularly review the provision for pupils on the register through monitoring teacher planning, interviewing pupils, monitoring teaching and work sampling.
- Support staff in differentiating tasks for high attaining pupils.
- Keep up-to-date with developments in provision for high attainers and external provision opportunities.
- Identify, with staff, children who will attend external events, such as sporting tournaments.
- Identify key characteristics of high attaining pupils and provide staff training.
- Work with subject co-ordinators to ensure that the school has appropriate, challenging resources to support able learners.

**All teachers will:**

- Ensure that pupils are set appropriately challenging tasks and learning opportunities.
- Use appropriate differentiation and take into consideration pupils' learning styles.
- Identify pupils who are high attaining in particular areas and track their progress.
- Work with Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) to ensure effective provision.

- Provide appropriate resources that challenge.
- Monitor and evaluate practice and attend staff training.

**SUCCESS CRITERIA:**

- An up-to-date whole-school register of high attaining children is in place
- All high attaining children make excellent progress in their area(s) of strength
- Teaching staff feel that they are supported in the identification of high attaining pupils, and in the differentiation of teaching
- High attaining children are given a range of opportunities to develop their skills inside and outside of the classroom

Lauren English and Mary Brice October 2018