

St Bartholomew's Primary School

Higher Attaining Pupil Policy

Aims and Objectives

St Bartholomew's C of E Primary School aims to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time opportunities for able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to generate their own learning.

We ensure Quality First Teaching, robust assessment systems and inclusion of greater challenges in lessons enable pupils to develop their gifts and talents.

Definition

Definitions-The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential. Pupils may also be recognised as 'Good all Rounders'.

A. Intellectual - English, Mathematics, Science

B. Artistic and creative - Art and Design, Music, Drama

C. Practical - Art and Design, Mechanical Ingenuity

D. Physical - Sport, P.E., Dance

E. Social - Personal and Interpersonal, Leadership Qualities

F. A pupil who could be recognised as more able but who is presently not reaching his or her full potential.

Identification

At St Bartholomew's C of E Primary School we use the most effective strategy or range of strategies, for identification in order to ensure all pupils are offered the correct provision to reach their full potential. These include:

- Teacher Assessment (summative and formative) and test data
- Qualitative information - the approach a student takes to a particular subject; higher level thinking; aptitude to a particular skill; abstract conceptualisation
- Recommendation from parents, peers and outside agencies. Information from the previous school or teacher

Provision

All staff know that it is their responsibility to provide for the most able pupils they teach and, in partnership with subject leaders, phase leaders and the High Attainer Coordinator, ensure effective provision. Where appropriate, our provision goes beyond age related learning, teachers use differentiation effectively for development of learning, and planning includes a focus on pupil progress.

Our school provides QFT for all pupils and as a result this is the first level of provision for the able pupils too. This is called Wave 1 provision.

This includes

- Planning to ensure learning and progress
- Use of prior assessment and future targets to inform pitch, pace, depth or breadth
- Effective use of differentiation
- High expectations
- Appropriate challenge supported by a learning environment and classroom ethos that embraces risk-taking, mistake making, endeavour and searching questions.
- Guided sessions
- Skill mastery
- Pupils as full participants in their learning - AfL, peer marking, joint target setting, quality marking and feedback, designing learning opportunities
- Skilled professionals who employ the right teaching and learning strategies for the particular learning taking place

Where underachievement has been identified it is the responsibility of the class teacher to target provision to overturn this, in the first instance.

Wave 2 Provision - Smaller group approaches. At times some of our able pupils need targeted teaching which could not be appropriately or effectively delivered in a whole class situation. Leading on from the final bullet point in the wave 1 approaches, the right teaching and learning strategies include the following:

- Guided groups
- Targeted adult focus
- Work focussing on the mastery of a subject
- Setting (short term, impact driven - not blanket management tool)

- Enrichment
- Local school collaborative working (workshops)

These strategies would also be employed to rectify any identified underachievement or undeveloped potential.

Wave 3 Provision - Individualised learning. We use this approach with gifted pupils who are vulnerable because they are working at a level much in advance of their peer group and who are socially and emotionally robust enough to cope with significant changes to their learning journey. *This approach is not used as routine* and involves the child, parents, appropriate outside agencies, colleagues from schools involved in the future education of the child - in fact all those affected by the decision.

In terms of provision the following strategies may be employed, as appropriate to the need of the child:

- Exceptional Education Plan (EEP)
- A move to another year group (supported by a longer term plan for the end of the key stage / transition to next schools)
- Specialist teaching from subject specific teachers or learning mentors
- Involvement of outside agencies (this may also be necessary for particular high level talents which require a student to have a dual learning environment to allow them to practice and learn on an alternative timetable)

Transition

We recognise the importance of transition points for able pupils both between classes but particularly between schools. As a family of schools we have developed robust, meaningful transition practices which aim to minimise disruption and maximise learning for high attaining, gifted and talented pupils.

When a High Attaining pupil at St Bartholomew's is in receipt of Pupil Premium funding, we ensure a wide range of strategies are used to provide the named child with appropriate support and extension.

High Attainers Coordinator Role

Ensuring that this group of pupils are receiving effective provision, making appropriate progress and reaching their full potential is not the responsibility of one person in school. A range of people will be engaged in monitoring & evaluation activities which will inform the full picture. The Headteacher,

subject leaders, assessment coordinators and data management personnel *and* class teachers all keep an equal focus on able pupils to ensure that they do not become vulnerable.

The role of our High Attainers Coordinator (HAC) is, in the first instance, to champion this group of pupils, and to bring together the collective intelligence to ensure that pupils are not underachieving, to identify when they are and what the reasons may be for this, and to offer support to the person, or people, best placed to overturn this.

Policy Ratified May 2019

Policy Review Date - May 2022