



**Talavera Junior School**  
**POLICY FOR HIGHER ATTAINERS**

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## **Talavera Junior School** **Policy for Higher Attainers**

At Talavera Junior School, we are committed to providing equal opportunities and are passionate about ensuring that each child has the opportunity to reach their full potential. We view our pupils as unique individuals and aim to provide teaching and learning opportunities that inspire, support and challenge every child within our care. Within our school, we also acknowledge that there are a number of pupils who have the potential to significantly exceed age related expectation. Therefore, we have a responsibility to provide an education that also meets the needs of these children and enables them to excel. This policy will outline our intentions for higher attaining children as well as the provision we provide to ensure that these children will triumph.

### **Definition of Higher Attaining Pupils:**

*'The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations.'* NACE, 2016.

At Talavera Juniors, we view our higher attaining children as those who are able to master fundamental concepts within a subject and have the ability to apply the knowledge and skills that they have required to a wide variety of contexts, often beyond that of their peers. As a school, we are aware that children possess skills within different areas and therefore may recognise children as 'higher attaining' in one curriculum area or that of many.

### **Aims:**

- To identify pupils who were high attaining in reading, writing and/ or maths at KS1 and track their progress across the school. We are also aware that some children exceed later in their schooling and continually monitor our children to ensure that other children who are displaying more able attributes are identified. As a turbulent school, it is vital that we continue to monitor the children's progress especially between each year group.
- To offer a varied and stimulating curriculum that offers opportunities for the most able pupils to fulfil their full potential
- Recognise that children from all groups in the school (including SEN and EAL) are capable of being higher attainers irrespective of their first language or learning difficulties
- To offer additional experiences which further develop their skills
- To ensure that planning and provision is appropriate and differentiated to meet the full range of abilities of these pupils
- To monitor the progress of more able children to ensure accelerated progress is maintained
- To provide focused and immediate intervention for pupils who are potentially very able but are vulnerable to underachievement

### Identification and Monitoring:

- Children are identified from their KS1 data or previous year's assessment ;however, this is not our only measure of identification.
- Class teachers are encouraged to discuss children who they believe are displaying high attaining attributes. They may work with subject leaders to assess whether a child is working beyond each related expectations within a specific curriculum area. These children will be targeted and provided with challenge in the classroom setting.
- Children identified as high attainers at KS1, during their time at Talavera and in their current classroom will be added to the more able for monitoring by subject leaders and more able lead. They will add notes where necessary.
- All year groups monitor the progress of their high attaining children as one of the vulnerable groups within the cohort report. This is completed termly.
- The higher attainers subject leader will monitor the work and progress of children identified as more able on a termly basis within the core subjects. Notes and advice will be provided for teachers and vulnerable children will be identified and tracked.
- Subject leaders will provide guidance on assessment for higher attaining pupils and will track children who have been identified as higher attaining within their chosen subject. This will be overshadowed by the higher attainers co-ordinator.
- The progress of individual children is discussed with the head teacher and assessment manager as part of pupil progress discussions. These meetings take place termly as part of the assessment cycle.

### Provision within the school and beyond:

- Lessons are planned carefully to meet the learning needs of all of our children. We give children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. This is identified on the teacher's planning/ flipcharts.
- Challenge group stickers will be frequently used -in all lessons and planning- to identify where extra challenge has been provided.
- Children can be grouped within 'classes' for mathematics and English as appropriate - this could be for part of a week, a topic or a more permanent class set
- Small teams of children are chosen to take part in local able child competitions and activities. The children selected will vary depending upon the event.
- The Higher Attainers Subject leader will continue to attend Hampshire-led courses and English network meetings to continuously develop provision for the most able children. The maths subject lead and shadow will provide insight for extra provision in maths.
- Intervention groups, focused teaching or 1:1 sessions are put in place for those children not achieving their full potential or who require further challenge
- Subject leaders will continue to monitor assessments within their subjects and will discuss provision for the most able children within their subject area.
- Children who have been identified as having a particular talent in music or sport, will be offered opportunities to extend their musical knowledge through learning instruments or to compete as part of the school sports team.

### Support for staff:

- At least 1 staff meeting per term will be held to discuss higher attaining pupils and provide further support/ updates. Higher achieving support will also be integrated into subject-related staff meetings (especially for the foundation subjects in response to the latest Ofsted report 2019).
- Ideas received at training courses will regularly be fed back to all staff within the school
- Workshops will be provided for teachers with the Higher Attainers Subject Leader to provide assessment and planning support
- Team teaching will be available for teachers who require further support on how to stretch/ challenge the most able pupils

Parent/ guardian involvement:

- Parents will not be made aware if their child is on the Higher Attainers register as progress can fluctuate throughout the child's schooling; however, they will regularly be informed of their child's progress and attainment at parents' evening. Teachers will inform parents if their child is or has the potential to exceed age-related expectations and the provision that has been put in place for this child.
- Annual reports will outline the child's level of attainment and teachers will comment on the progress that has been made. Achievements will be outlined and next steps will be identified.
- Parents will be contacted if their child is vulnerable to underachievement and plans will be put in place to ensure that obstacles are overcome and their progress is maintained.