



Higher Attainers Policy

November 2016

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1.0	Nov 2016	B.Blamires	Curriculum Committee	

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Policy Statement

Vision Statement

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

RATIONALE:

At Southwood Infant School we believe there is no limit to aspiration and attainment for any pupil. We strive to provide a safe, secure and challenging learning environment that stimulates the development of all pupils, ensuring that children are given opportunities to achieve their very best and make excellent progress. These pupils must be identified, challenged and supported in order to ensure their individual needs are met, within and outside the curriculum. The 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.

This policy supports and reinforces the aims of Southwood Infant School, valuing all children and staff equally and as individuals.

EXCELLENCE - RESPECT –ENJOYMENT

AIMS:

- Provide stimulating learning experiences for all pupils, encourage independent and collaborative learning and support pupils in taking initiative and showing resilience
- Provide opportunities for pupils to work at higher cognitive levels and use more advanced problem solving and thinking skills independently
- Provide pupils with opportunities to develop specific skills and talents
- Encourage children to reflect on the process of their learning and to understand the factors that help them to make progress
- Foster the development of well-rounded and balanced individuals, both intellectually, academically, emotionally and socially
- Raise expectations and aspiration for all pupils
- Be inclusive

PRINCIPLES:

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

- Academic
- Intellectual
- Sporting
- Musical
- Dramatic
- Innovative design ability
- Creativity
- Leadership
- Organisational ability
- Interpersonal skills

IDENTIFICATION:

We recognise the need to identify High Attaining pupils and appreciate that these children will require regular monitoring. A range of identification evidence will be used, including:

- Teacher assessment
- Staff recommendations
- Information from parents, carers and outside agencies
- Attributes checklists and subject specific checklists
- Academic records

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 targets setting and working with all teachers, 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 identifying high attainers, which will be updated and reviewed at the end of each assessment Phase. At Parents Evenings, parents will be notified and consulted with if their child is working at greater depth in a specific subject. We appreciate that children who are High Attainers may come from different backgrounds and ethnic groups and can be identified in other listings of vulnerable pupils.

PROVISION:

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

In the classroom we will:

- Value and utilise pupil's 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 and show the methods they have used
- Provide a secure learning environment where risk taking is valued
- Teach children to plan their own ideas and allow them to access higher order thinking skills and problem solving
- Encourage children to ask questions about their learning and how they learn
- Celebrate creative and original thinking
- Ensure that Home Learning activities extend individual learning and motivate
- Use Assessment for Learning to identify challenging next steps for learners daily
- Use HLTAs to lead selected groups and activities to support and extend Higher Attainers
- Ensure a range of flexible learning strategies are used to meet the needs of pupils working at greater depth and able underachievers (to include specific strategies i.e. higher order thinking skills and questions, problem solving, independent learning etc)
- Encourage learners to reflect on the process of their own learning and edit and improve their work regularly

Beyond the classroom we will provide enrichment through:

- school clubs
- partnerships with other schools
- visits from/collaboration with outside agencies
- signposting to outside providers

As a school we will:

- Monitor teacher's planning and teaching 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
- Provide opportunities for high attaining pupils to work together across year groups and across the school
- Keep up to date with developments in higher attainers provision
- Monitor the progress of high attainers and use resultant information in Pupil Progress Meetings

MONITORING:

The Assessment and Higher Attainer leader will:

- Provide day-to-day support guidance and advice to staff
- Work with all staff to monitor and update children who are higher attainers
- Regularly review the provision for students 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 higher attainer provision and external provision
- 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 pupil's learning styles
- Identify pupils who are high attaining in particular areas and track their progress
- Work with teaching assistants to ensure effective provision
- Provide appropriate resources that challenge
- Monitor and evaluate practice and attend staff training

SUCCESS CRITERIA:

- Children will make appropriate progress in their area(s) of strength
- The existence of a flexible group of high attaining children which is monitored carefully
- The phase data shows clear progress for higher attaining pupils across the school
- 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 in and outside of the classroom

APPROVED BY THE CURRICULUM & STANDARDS COMMITTEE

Signed.....Date.....