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**HIGHER ATTAINING PUPIL POLICY**





**Reviewed/Adopted: April 2017
Next Review Date: April 2020
Review Frequency: Every three years
Reviewed By: Standards and Curriculum**

**Higher Attaining Pupil Policy**

Curbar Primary School strives to meet the needs of all our pupils. All children have the right to make good progress. We ensure pupils are enabled to develop all their aptitudes and abilities through Quality First Teaching, the use of robust assessment systems and inclusion of greater challenges in lessons.

**Definition**

We use two broad category headings to ensure the correct provision is offered.

These are:

*• Higher Attaining (including talented pupils)*

*• Gifted*

At Curbar Primary School, pupils are classed as **Higher Attaining** if they are working above age related expectations in one or more area. Curbar uses STAT (Sheffield Tracking and Assessment Tools). STAT uses stage descriptors to provide a simple and clear way of describing where children are in relation to meeting the national expectations at the end of a year group or key stage. The three stage descriptors for each year group are ‘developing’, ‘secure’ and ‘extending’. A child who is ‘secure’ in reading, writing, SPaG and maths could be considered to be age related against national expectations for the end of the year. Children who are working above the age related expectation are described as ‘extending’ to reflect attainment which may indicate a greater depth of understanding. Children who are at ‘extending’ or on target to be extending are considered Higher Attaining Pupils.

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| --- | --- |
| Year Group (end of) | STAT Point Score / Level |
|  | Secure (At ARE) | Extending (Above ARE) |
| Year 1 | 17 | 17+ |
| Year 2  | 20  | 20+ |
| Year 3 | 23 | 23+ |
| Year 4 | 26  | 26+ |
| Year 5 | 29  | 29+ |
| Year 16 | 32  | 32+ |

Pupil progress is monitored throughout the school’s assessment systems, with those pupils who have made sustained accelerated progress being offered increased challenge as appropriate. Quality First Teaching (Wave 1) and small group intervention (Wave 2) approaches should be effective in meeting the needs of this group of pupils.

Pupils are classed as Talented if they are working above age related expectations in subjects such as art, music, dance, sport and will also include information from, and provision through, activity outside of the school day.

QFT, appropriate differentiation, stretch and challenge are still provided within lessons with further support being accessed where appropriate.

**Gifted pupils** are those who are working significantly above age related expectations in academic subjects. Whilst QFT is still essential, the needs of this group of pupils are likely to be met through a more targeted, individualised approach (Wave 3) and may require innovative learning structures and a longer term provision strategy. Strong partnership between parents and local schools is a key part of ensuring effective outcomes.

**Identification**

At Curbar 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 might 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

The decision as to whether a pupil is higher attaining rests with the school.

**Provision**

All staff know that it is their responsibility to provide for the most able pupils they teach and, in partnership with subject leaders and school leadership, ensure effective provision is key. 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.

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

• ‘Furthest First’ 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.

• Development of creative skills and ‘habits of mind/learning tools and behaviours’

• 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, in the first instance, the responsibility of the class teacher to target provision to overturn this. This will be planned and recorded.

**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

• Agreement about the accelerated use of learning objectives from the next level

• Stage not age learning (by access to above age-related learning OR facilitated by attending an alternative year group, with a long term support plan)

• Setting (short term, impact driven)

• Enrichment

• Local school collaborative working (workshops)

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

**Wave 3 Provision** – Individual/Personalised 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)

• Early entry into exams to enable either more time to study the next level or to take an alternative study path at the same level

**Transition**

Transition meetings are held between teaching staff as children enter a new Key Stage on the National Curriculum. At entry KS1, children are taught by the Class 1 teacher (Class 1 is comprised of EYFS, Year 1 and Year 2 children) who therefore has an excellent knowledge of each individual child’s needs. Prior to the start of KS2, the Class 1 teacher meets with the Class 2 teacher and individual progress and attainment is discussed to ensure a smooth transition. Pupil data is available for all teachers on the school system. Prior to the start of KS3, liaison meetings are arranged with the relevant secondary schools. Pupil data is shared and specific information is passed on as staff see appropriate.

**Homework**

Homework is set for all pupils at an age and ability-appropriate level. The class teacher will liaise with parents where individual support and challenge is needed and set tasks accordingly. Guidance towards alternative tasks (for example online educational games) may be offered to individual children at the discretion of the teacher. Homework tasks may be set to consolidate or extend learning or simply as a link between school and home. The class teacher will decide on the appropriate level of homework for their cohorts and children.

**Higher Attaining Pupil 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, and class teachers all keep an equal focus on Higher Attaining pupils to ensure that they do not become vulnerable.

The role of our Higher Attaining Pupil Coordinator (HAPC) is, most importantly, 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.

In addition to focusing on pupils our HAPC ensures that there are robust information systems in place. This will include identification of Continuing Professional Development (CPD) needs, reporting arrangements to Governors and parents, resourcing implications and a focus on progress.

Please refer to the Teaching and Learning Policy for further information in relation to provision for all pupils including Higher Attaining Pupils.