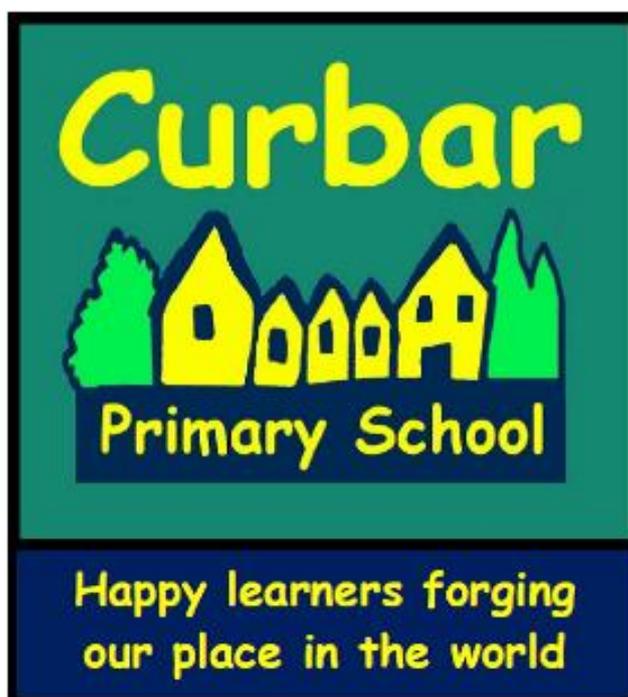

HIGHER ATTAINING PUPIL POLICY



Reviewed/Adopted:	September 2020
Next Review Date:	September 2023
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*

PITA – Point in Time Assessment

Point in Time Assessment is a simple assessment model that fits perfectly with the 2014 National Curriculum. We have a scale of 1 to 7. Number 5 equates to 'on track to achieve end of year expectations. Numbers 1 to 4 are used to describe a child who is not yet on track and grades 6 and 7 are the grades used to describe a child who is on track to exceed end of year expectations (greater depth). Children who on target to be greater depth are considered Higher Attaining Pupils.

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

1	Is working on P-Scales.
2	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.
3	Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.
4	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.
5	Is on track to meet end of year expectations. They are usually successful learners, at that year groups level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
6	Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.
7	As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate other's ideas and their own effectively.

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 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 – Assessment for learning , 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
- Stage not age learning – encouraging mastery of a subject
- 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.

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.

The teacher's 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 any teacher is 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, the school should focus 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.