

Policy & Procedure

Thornton Primary School



Higher Attaining Pupils Policy 2022-2025

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Autumn 2022 **and will be reviewed again in Autumn 2025**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Thornton Primary School Higher Attaining Pupils Policy

Thornton Primary School Vision and Aims

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality
Responsibility Empathy
Confidence Perseverance Care
Aspiration
Respect
Pride Tolerance
Teamwork Challenge Integrity
Enjoyment



We ensure that we meet the needs of all our pupils. All children have the right to make good progress. We ensure Quality First Teaching, robust assessment systems and inclusion of greater challenges in lessons enable pupils to develop all their aptitudes and abilities.

Definition

We use 2 broad category headings to ensure the correct provision is offered. These are:

- Higher Attaining (including talented pupils)
- Gifted

At *Thornton Primary School*, pupils are classed as **Higher Attaining** if they are working above age related expectations in one or more area.

Pupil progress will be monitored throughout the learning journey, 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 Thornton 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
- Foundation subject leaders will identify the higher attaining pupils in their subject when they analyse the data (at least every term) using the school trackers/NTS results.
- Data on the more able pupils is collected termly and tracked / analysed accordingly.
- 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 (Appendix 1 – Parent Information Form)
- 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, and the Higher Attaining Pupil Coordinator, 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

- Skill mastery
- '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'
- Guided sessions
- 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.

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 Individual Education Plan (EIEP) – See appendix 2
- A move to another year group for some elements of learning (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 Higher Attaining pupils.

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 Head teacher, Subject Leaders, Assessment coordinator 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. Our HAPC is our Inclusion Leader.

In addition to focusing on pupils our HAPC ensures that there are robust information systems in place, using a variety of school improvement information develop an effective

yearly action plan. This will include identification of Continuing Professional Development (CPD) needs, reporting arrangements to Governors and parents, resourcing implications and a focus on progress towards outstanding.

Inclusion

Higher Attaining pupils have equal access to all aspects of the curriculum and school life. The school recognises that some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience of sporting activity, exercise breaks and fresh air.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:




- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Staff Development and Training

The school makes use of local staff training and whenever possible, enables staff to attend local courses and conferences

Appendix 1 – Parent Info Form

 <h1>Thornton Primary School</h1> <p>Achieving Success By Working Together</p>  <p>Healthy School</p>		
Headteacher: Mrs Sarah Acton B.Ed NPQH		
Dear Parents		
As part of our on-going commitment to support our children in every way, we would like to know about any activities <i>outside of the school day</i> that your child has particular strengths in i.e. above age-related expectations.		
Please complete the boxes below with as much information as possible and return to the class teacher.		
Many thanks		
Mr J Simpson Assistant Headteacher		
X.....		
Name of Child _____ Year Group _____ Date _____		
What activity does your child excel at outside of school? _____ _____		
How do you know they excel in this field? _____ _____		
What is being done to support them in this pursuit? _____ _____		
What, if anything, would you like us to do? _____ _____		
 <p>Symphony Learning Trust</p> <p>A company limited by guarantee registered in England and Wales (company No. 07941899) whose registered office is at Featherby Drive, Glen Parva Leicester LE2, 9NY</p>	<p>THORNTON PRIMARY SCHOOL MAIN STREET THORNTON LEICESTERSHIRE LE67 1AH</p>	<p>Office Email – office@thornton.leics.sch.uk Website – www.thornton.leics.sch.uk Head teacher email: sacton@thornton.leics.sch.uk Telephone – (01530) 330250</p>

Appendix 2 – Exceptional Individual Education Plan (EIEP)

Thornton Primary School EXCEPTIONAL INDIVIDUAL EDUCATION PLAN

Name:		DOB	From:	To (review date):
<i>Current Assessment Levels (at the beginning of the term)</i>				
Reading		Writing	Maths	Standardised Scores
EIEP TARGETS (LEARNING/BEHAVIOURAL/ DEVELOPMENTAL, etc.)		SUCCESS CRITERIA	TEACHING STRATEGIES AND IMPLEMENTATION Intervention Programmes/ Grouping / Adult Support	OUTCOMES FOR PUPIL (on-going notes with dates)
1.				
2.				
3.				
4.				
Monitoring Arrangements: •		Parental Involvement: •		Signed: _____ [Teacher]

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Pupil Involvement:

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[Inclusion Leader]