



**The Federation of Fryern Infant and Fryern Junior School
Policy for Higher Attainers.**

Article 29: Education should develop each child's personality and talents to the full.

Rationale

- At Fryern we are committed to promoting achievement and raising standards, to providing an environment which encourages all children to develop his or her talents and abilities.
- We believe that our role is to provide a wide range of challenging learning opportunities which enables all children to make outstanding progress.
- Our commitment to meeting the needs of higher attaining pupils stems from our principles of:
Equality and inclusion
Every pupil making progress regardless of gender, race or disability
Raising achievement for all through a curriculum which is broad, balanced and appropriately differentiated
Developing talents by providing opportunities that match our children's needs
- Our policy will be operated with flexibility to take into account the individual needs of our children.

Aims

- To develop the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
To provide higher order thinking and questioning skills.
- To employ a wide variety of methods to meet individual children's learning styles.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be accessible and challenging.
- To train staff and to provide for these aims to be achieved.

- We aim to help children to develop their personalities, skills and abilities intellectually, emotionally and socially. We aim to provide an environment which encourages all children to be confident learner who make outstanding progress.

Some qualities of higher attaining pupils:

Higher attaining children may display the following qualities:

- Asks lots of questions
- Has wide vocabulary and talked early
- Has retentive memory
- Interested in adult themes (eg. Environmental issues)
- Has missed out intermediary stages
- Enjoys setting problems
- Has unusual /vivid imagination
- Often has strong opinions and good sense of humour
- Loses interest when asked to do more of the same
- May read early

The key principles in the identification and provision for higher attaining pupils are that:

- Emphasis should be on providing an appropriate, challenging and supportive curriculum and environment rather than labelling any particular child. Within this challenging curriculum teachers identify higher achievers and further enhance their provision where necessary.
- Identification is a continuous process. Some pupils will be easy to identify at a very early age, while some will emerge later.
- Identification should be systemised within the school so that it is continuous rather than a battery of specific tests at a set time of year.
- Schools need to be particularly vigilant for the 'hidden higher attainers or less-represented groups, such as those for whom English is not their first language, those with behavioural difficulties, those with physical disabilities, or those from different cultures or socio-economic groups.
- Identification should be based on a portfolio approach, utilising a range of both qualitative, quantitative and value-added measures.
- Teacher's should be continually 'talent spotting'
- There should be open communication between educators, pupils and parents/ carers as part of the identification process- parents know their children best and should be engaged as partners in their child's learning.

Fryern Schools Tracking of Higher Attaining Pupils:

There is a designated member of staff both in the infant and junior school (usually the Deputy Headteacher) who is responsible for tracking the progress of more able children. It is their role to ensure that enhanced provision is made for them within class and out of class if necessary. Their progress in all subjects is tracked on a half termly basis.

If a child is recognised as a Higher Attainer in a Foundation subject, for example, PE, drama, art, then the school may make recommendations as to how parents can access out-of-school support.

Informing Parents and Carers:

Parents will be informed that their child is a higher attainer, usually as part of Parent's Evening. The particular abilities or traits identified should be discussed. The purpose of the register should be explained. Parents of children with specific talents may be directed to outside provision that may help to develop the aptitude that has been noted.

Provision:

Effective planning will be put in place which is differentiated and will extend the learning of those higher attaining pupils.

Every child should be given the opportunity to access activities that offer scope for extension, depth and challenge. Open-ended tasks (using a context of their own choice), including enquiry and investigations should be available in all subject areas. Differentiation is as much a right for higher attaining children as for all children. Subject co-ordinators of foundation subjects will advise on characteristics that may aid the identification of talented pupils in these areas. They will also advise and support teachers in meeting the needs of their higher attaining children. Schools may wish to draw upon expertise outside the school in order to meet the needs of children.

Provision may take the form of:

- Classroom differentiation
- Setting by ability when appropriate
- Differentiated homework
- Higher order questioning
- A range of clubs and societies for talented children - sports/choir etc
- Regular GOAT days at Toynbee Secondary School for higher attaining Y5/6 pupils
- Able Maths and English groups for year 6.
- Small group activities across 2/3/4
- Use of TASC wheel.
- P4C
- Using children as the 'experts'
- Teaching of regular thinking skills to include
 - Thinking critically and problem solving

- Collaboration
- Agility and Adaptability
- Knowing yourself as a learner
- Initiative and entrepreneurship
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

Approved by staff:

Approved by *Governors*:

Review date: Summer

