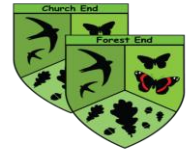


Marston Moreteyne VC School
Policy for Educating High Attaining Children
January 2024



Rationale

This policy is a statement of entitlement for High Attaining children at Marston Moreteyne VC School. We believe that all children should be empowered to achieve their full potential. A High Attaining child is a child who demonstrates a high natural ability in one or more areas. To enable these children to achieve their maximum potential teaching makes learning challenging and enjoyable, sharing in individual and group achievements.

Aims

- To support the abilities, personal talents and qualities of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching that makes learning challenging and enjoyable providing higher order thinking and questioning skills.
- To employ a wide variety of methods to enhance potential.
- To recognise underachievement and seek to remove it.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To compile a 'High Attainers' register and track the children's progress.
- To train, and support staff in meeting these aims.

Definition

Recently, there has been a move away from the term 'Gifted and Talented', with the idea that there is more 'room at the top' and we need to raise aspirations for those with potential to become the highest attainers. The report 'Educating the Highly Able' produced by the Sutton Trust in July 2012 recommends 'the confusing and catch-all construct "gifted and talented" be abandoned" and suggests the focus should be on those capable of excellence in school subjects, which the report terms, 'highly able'. Potential Plus (formerly National Association for Gifted Children) prefers the phrase 'high learning potential'. The DfE now use the term 'Academically More Able Pupils' (as of Spring 2012).

Within the school we recognise that high attaining children could be;

- Very good 'all-rounders', attaining at a high level in many subject areas.
- High achievers in one area.
- Of high ability in certain subject but have poor writing skills.

Recognition.

Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

It is the role of the class teacher and Year Group Leader to identify the children in their group that may be categorised as highly able in areas of the school curriculum. The High Attainers Co-ordinator will liaise with parents/coaches to confirm excellence out of school.

Identification will be achieved through any of the following: -

- Published standardised tests used within the school (SATs, NFER tests, reading and spelling age).
- Teacher assessment of national curriculum levels of attainment in conjunction with Curriculum co-ordinators and the High Attainers co-ordinator.
- Consultation with parents.
- Consultation with arts, dance, music teachers and sports coaches.
- A teacher's own professional judgement.
- Working with high attaining pupils.
- Following identification, pupils will be placed on the High Attaining Register which is updated after termly Pupil Progress meetings.

Teaching and Learning

On a day-to-day basis we will endeavour to: -

- Provide a climate where academic, and other forms of excellence is encouraged, strived for and celebrated
- Be sensitive to peer pressure and recognise and praise achievement appropriately.
- Use a range of strategies for grouping pupils within the class (ability groups, mixed ability groups, partner work, and individual work).

When teaching high attaining children all teachers will: -

- Deliver quality first teaching and differentiate via stimulus, resources, task, outcome, response and support.
- Seek advice from the school's coordinator or outside agencies as appropriate.
- Liaise with parents on a termly basis through consultation evenings.
- Provide appropriately challenging, high quality tasks for enrichment and extension e.g. tasks that develop communication skills, problem solving, data handling, research or thinking skills.
- Encourage pupils to be independent learners, organising their own work, working independently, making choices about work, evaluating and being self-critical.

- Provide extension tasks.
- Provide additional resources.
- Set individual targets.
- Provide for the social needs of high attaining pupils through mentoring.
- Ensure all staff working with the pupil are aware of specific strategies when they are teaching.

What role can parents play?

We aim to work in partnership with the parents of all our pupils. We recognise that parental input is hugely influential in children displaying a positive attitude to their learning and achieving in school.

To further support your higher attaining child at home you may like to:

- Encourage your child to ask questions and find out the answers together;
- Let your child experiment and accept that making mistakes is part of the process of improving;
- Foster a love of reading by giving access to a wide variety of books;
- Provide resources to support learning at home such as the internet, books, maps;
- Use the local area to provide a broad range of experiences e.g. visiting museums, galleries, sports events and taking part in physical learning e.g. swimming lessons/ tennis coaching etc.
- Arrange experiences with children who share similar interests to those of your child.

Monitoring and Review

The following people can support this through regular reviews.

- The Headteacher.
- The Co-ordinator for High Attaining children.
- The Co-ordinator for PSHE/pastoral care.
- The Governor with responsibility for High Attaining Pupils.

The register of High Attaining children will be reviewed during pupil progress meeting with the Senior Leadership Team and Curriculum Leaders.

Policy review date: Jan 2026

Amanda Watts Reviewed Jan 2024, May 2021