



Provision for Higher Attaining Children

Itchen Abbas Primary School

September 2017

At Itchen Abbas Primary School we believe that every individual should have the opportunity to develop their talents to the full. To ensure this happens, we aim to consistently provide learning opportunities for our children that offer challenge, intellectual stimulation and an enriched curriculum. We believe that children who have particular abilities need support, guidance and encouragement to ensure continued motivation, enthusiasm and development.

Introduction

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'most able' (Ofsted).

The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

The recent report 'Educating the Highly Able' produced the Sutton Trust (July 2012) recommends the confusing and catch-all construct "gifted and talented be abandoned" and suggests the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, 'highly able'.

Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'. Following a training session by Sir John Jones, knighted in 2003 for his services to education, we will be identifying this group of children as "higher attaining" children.

Definitions

We have used the criteria for "higher attaining" to refer to any child who demonstrates skills above that of their peers. Although all children have access to the broad and balanced curriculum, these children may demonstrate higher attainment than their peers, which could be subject to change year on year.

Abilities we have recognise are:

- high intellectual ability;
- specific aptitude in one or more subjects;
- creativity;
- ability in creative, artistic and performing arts.
- Other talents, not usually recognised within school.

We identify children who are higher attaining than their peers in any academic subject or talent.

Aims

Our main aims are to:

- Identify higher attaining children as early as possible by using of a range of assessment techniques and ensure curriculum targets are met.
- Recognise each child as an individual and be concerned for the whole child: socially, creatively and intellectually and develop the specific skills and ability of the child.
- Offer an entitlement to an appropriate education involving activities that are richer, broader and deeper.
- Inform the Governors about the School's provision for the high attaining children and the impact.
- Recognise that higher attaining children may have emotional and / or social problems, or may present themselves as underachievers or children with learning or behavioural problems.
- Ensure that the needs of the child are met mainly through high, quality first teaching largely within the classroom environment.
- Consult and liaise with other agencies when appropriate.
- Record and review progress, setting challenging targets in line with the school's reporting procedures.
- Liaise with local secondary school and primary schools to maximise the achievements of our higher attaining children.

Identification & Leadership

We use a range of strategies to identify higher attaining children. The identification process is on going and is used to ensure appropriate and effective provision. Identification of high attaining children enables teachers to assess needs, which in turn inform the planning of work to ensure necessary pace, rigour and challenge.

The methods used at Itchen Abbas include:

- observation and subsequent nomination by teachers
- professional judgements
- assessments, including all foundation subjects
- testing – spelling, reading, maths & end of year progress tests
- background knowledge of a child
- parental observations / information and discussion
- information from previous teachers / schools.

The School Inclusion Leader, Mr Rob Bogan, is responsible for:

- Consulting with all school staff regarding higher attaining children.
- monitoring the school's provision of enrichment opportunities for pupils identified as higher attaining.
- monitoring progress of pupils identified as being higher attaining.
- reporting to Governors in annually about the provision & impact of higher attaining children.

Provision

1) 'Quality First' teaching in each classroom.

It is the responsibility of class teachers to ensure that all children are given work that is suitably challenging, enabling each one to achieve his or her potential.

- Subject leaders should be aware of the provision for these pupils in their subject.
- There is an aspiration to exceed Age Related Expectations.

2) **Intervention work** whereby any child within the higher attaining group that is not achieving in the academic subjects as expected, have access to additional learning opportunities and sessions to increase the rate of their progress. This will be managed by the School Inclusion Leader.

3) **Enriching opportunities** whereby all children either identified as "higher attaining" from teachers or informed by parents have access to learning opportunities in-line with their ability as and when they arise throughout the school year. Such opportunities would usually take the form of extra-curricular challenge groups, trips, visits and networking events. This will be managed by the School Inclusion Leader.

The purpose of enrichment/extra-curricular provision should be to provide opportunities for high attaining pupils to use their skills in areas outside of the national curriculum. In addition, staff may be asked to volunteer if they feel that they could offer some sort of enrichment activity. These activities should challenge and inspire students. Activities may include: maths clubs, a chess club, school production, cooking, theatre visits or visiting speakers. It will also be appropriate to enter local and national competitions aimed specifically at able students. It will be the responsibility of the Inclusion Leader to arrange this as appropriate.

Monitoring and Review

The Governing Body reviews this policy every two years. The Governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

There will be an annual report about Inclusion to the Governing Body. This will include data and impact of the additional provision for higher attaining children.

This policy will be reviewed in September 2019.

Signed:



Mr. Rob Bogan
Inclusion Manager