



*'Dream, Believe, Achieve!'*

*'With God, all things are possible.' Matthew 19:26*

Proverbs 16:3 "Commit to the Lord whatever you do, and your plans will succeed".

# Higher Attainers Policy

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Signature of Headteacher:	<i>R. Ely</i>
Ratified by Governors-Date:	November 2019
Signature of Chair:	<i>J. M. L.</i>

# St. Mary's C.E. Primary School

## Higher Attainers Policy

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## 1. Aims, principles and values

This policy aims:

- to ensure that our children have a solid, concrete understanding of key skills, knowledge and understanding
- that our children are well prepared for their next phase of learning
- to ensure that those pupils working at a higher level of understanding, are provided with a rich diet of different contexts, in which to apply their learning, so further developing their aptitudes and abilities
- to reflect and promote the Christian ethos which supports the learning environment
- set a goal of working towards outstanding provision, for higher attainers

## 2. Legislation and guidance

Spending greater time, going into greater depth about a subject, as opposed to racing through subject content, is a new and explicit requirement of the 2014 national curriculum, which has implications for addressing the needs of Higher Attaining pupils.

**There is no national definition of 'most able' or Higher Attainers.**

Ofsted does not set its own definitions for groups of pupils. Where available, Ofsted adheres to definitions set by the Department for Education (DfE). The DfE has made clear that there is no national definition of 'most able' for schools to use in their tracking of pupil groups. Instead, they have advised that schools should develop their own methods of identifying and assessing these pupils. However, the DfE, through the Primary School Accountability – technical guidance (2019) document, sets a standard for pupils working at a higher standard of age related expectations, when pupils attain a scaled score of 110 or above in reading and maths, and for writing, 113 (2019), as a benchmark for being 'more able' by the end of Key Stage 2.

Ofsted has made clear that inspectors will want to check the progress of the pupils defined as 'most able' by the school. Inspectors may also talk about 'low, middle and high attainers' when looking at pupil progress from Key stage 1 to Key stage 2, as reported in performance tables. These are referred to as PAG (Prior Attainment Group).

In particular, they will check whether the pupils identified as 'most able' at a school, are on track to achieve a greater depth attainment standard in the core subjects by the end of KS1 and KS2. However, under the new framework, internal data does not have the same level of significance when compared to the previous framework. When forming a judgement about the school, data may assist in informing a bigger picture about the quality of education provided. Also, due to the nature of progress measures, it is not possible to arrive at a prediction measure of progress for Higher Attainers, until the national cohort has completed the end of Key Stage 2 statutory tests. Finally, it is important to note that the DfE has yet to publish guidance on how it intends to assign a value to the Key Stage 1 Scores for the year 6 cohorts, from 2020 onwards, due to these pupils not having an old national curriculum level attainment measure.

### 3. School Definitions

At St. Mary's we use 2 category headings to ensure the correct provision is offered. These are:

- Higher Attaining
- Gifted and Talented

Pupils are classed as **Higher Attaining** if they are working within age related expectations, but demonstrate a deeper level of understanding, known as **Greater Depth**.

The only difference is for the Foundation Stage, where these pupils are identified as **Exceeding** the ELG.

Pupil progress will be monitored via school tracking systems, enabling phase leaders to check if those Higher Attaining pupils, as judged at the last statutory assessment point, are still maintaining this expectation, as they continue their learning journey through the school.

Pupils are considered **Talented** if they are demonstrating considerable skill in subjects such as art, music, dance, or sport and will also include information from, and provision through, activities outside of the school day.

**Gifted** pupils are those children who are working **significantly** at a deeper level of understanding, and may, in **very rare, exceptional** circumstances, be working above age related expectations in academic subjects.

### 4 Identification Approaches

At St Mary's Primary School, we use a 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)
- Test data, both statutory and internal
- Qualitative information – the approach a student takes to a particular subject; higher level thinking; aptitude to a particular skill; abstract conceptualisation
- Information from parents/carers, peers and outside agencies.
- Information from the previous school or teacher

### 5. Inclusion, Provision and Transition

All staff know that it is their responsibility to provide for the Higher Attaining pupils they teach and, in partnership with subject leaders and the Higher Attaining Pupil Coordinator, ensure appropriate provision.

**Wave 1 Provision** – Our school provides QFT for all pupils and as a result this is the first level of provision for the Higher Attaining pupils too. This includes the following:

- Use of prior assessment to inform pitch, pace, depth or breadth

- High expectations
- Appropriate stretch and challenge supported by a learning environment and classroom ethos that embraces risk-taking, mistake making, endeavour and searching questions.
- Development of creative skills.
- Guided sessions
- Pupils as full participants in their learning – Assessment for Learning, (AfL), peer marking, joint target setting, quality marking and feedback, designing learning opportunities

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 Higher Attaining pupils need targeted teaching, using wave 1 approaches as mentioned above, to ensure they meet a greater depth judgement. This may include the following:

- Guided groups
- Targeted adult focus
- Setting
- Enrichment activities both within and outside of the school day.
- Local school collaborative working (workshops)

These strategies may be employed to rectify any identified underachievement or undeveloped potential.

**Wave 3 Provision** – *Individual/Personalised learning for Gifted and Talented.* We use this approach with pupils who are vulnerable because they are working at a level far 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.

If the child is considered to be working at a rare, exceptional level of understanding, the following strategies may be considered, as appropriate to the need of the child.

- Use a more targeted, individualised approach using the school's Individual Provision Map and may require innovative learning structures and a longer term provision strategy. Also, to be tracked through the Whole School Provision Map.
- Strong partnership between parents and local schools is a key part of ensuring effective outcomes. This may draw upon specialist teaching from subject specific teachers or learning mentors
- The school may seek to signpost to parents or carers, with opportunities in the local community, for further support being accessed, or the Involvement of outside agencies.

## Transition

We recognise the importance of transition points for higher attaining pupils, both between classes and between schools. We have developed meaningful transition practices which aim to minimise disruption and maximise learning for Higher Attaining pupils. This may include:

- Pupil visit(s) to a new school, including our own
- Visits from staff to discuss pupils
- Further transition actions, as agreed appropriate between schools, parents and pupils

## 6. Reporting to parents and other stakeholders

The school recognises the crucial role played by different groups of people, particularly parents/carers and the importance that they have in their child's learning and personal growth. As a result, the school aims to ensure that it reports details about Higher Attaining pupils in the following ways:

- Communication with parents is achieved through the use of certificates, a text messaging service, school reports, and other information sharing events.
- Reporting to governors, through the link Higher Attaining Governor, or the performance and standards committee.
- Sharing statutory information with external bodies, including the DfE and LA.

## 7. Roles and Responsibilities – Monitoring, Evaluation and Training

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 our school. A range of people will be engaged to inform the full picture.

### Governors

They are responsible for:

- Being familiar with statutory assessment systems where it provides clarity about the performance of higher attaining pupils.
- Keeping themselves informed from the school's own system of non-statutory assessment, and how this captures the attainment and progress of these pupils
- Holding school leaders to account for improving outcomes for Higher Attaining pupils

### Headteacher, SLT, Subject Leaders and External Consultants

They are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core subjects
- Monitoring foundation subjects, through the proposed model of BASIC, ADVANCING and DEEPENING, assessment judgements.
- Prioritising key actions to address pupil needs

### Class Teachers

They are responsible for:

- Teachers are responsible for reading and following this policy
- Teachers are responsible for assessing the children that they teach so that pupils make progress over time and fulfil their potential

### Higher Attaining Pupil Coordinator (HAPC)

This role (held by Richard Cramp) is to champion this group of pupils, by ensuring that there are robust information systems in place. The role requires an analysis, evaluation and subsequent development of actions, to include the identification of Continuing Professional Development (CPD) needs for staff, reporting to Governors and explaining changes to parents, and resourcing implications.

Where underachievement may occur, this involves identifying either individual pupils and/or groups of pupils working at, in the school's definition, **on the cusp** of greater depth. Then, to communicate patterns of strengths and areas for improvement, by offering support to the person, or people, best placed to overturn this. In particular, to ensure that both the school leadership, including the governing body, as well as class teachers, understand the priorities surrounding this group of pupils.

In conjunction with other members of staff, this role will also monitor the effectiveness of learning across the school, which may include: moderation, lesson observations, book scrutinies, pupil progress meetings, analysing and evaluating data, as well as drawing upon external advice.

This policy will be reviewed bi-annually by the HAPC. At every review, the policy will be shared with the governing body or committee.

## 8. Links with other policies

- Assessment policy
- GDPR
- Equal opportunities
- Pupil Premium
- SEND
- Teaching and Learning

