

## High Attainers

# **Bowhill Primary School – Policy Spring 2017**

All children have abilities, personal qualities and talents which parents and teachers need to identify, nurture and develop.

### Definition

The term ‘high attainer’ denotes a child who has outstanding ability -or potential - in one or more, areas.

A child could demonstrate outstanding ability in relation to its peer group in one or more of the following areas: reading, writing, maths, science and technology, PE and sport, art, performing arts.

### Bowhill Primary School aims:

- To involve all children in a wide range of both curriculum and extra-curriculum experiences that provide many and diverse opportunities for children to discover latent abilities and talents. This should include the time and space to explore stimulating ideas and have fun with their developing intellects.
- To discover and maximise the potential of each child who is felt to either potentially be or already be a ‘high attainer’ ·
- To ensure that such children make continuous emotional and social development appropriate to their chronological age rather than their specific capability
- To support adults, both teachers and parents, in delivering appropriate care, supervision and instruction for these children.

### Identification

‘High attainers’ can emerge at any time through good teaching, the introduction of new subjects, extra-curricular activities and sometimes chance opportunities. In the identification process, a combination of methods will be used both to reveal ‘high attainers’ and also areas for further development.

Methods of identification could include teacher observation and assessment [both standardised and individualised] along with feedback from parents, outside agencies, other professionals and children.

The profile will guide future teaching and learning for an individual child/groups of children.

### School Organisation

Provision for 'high attainers' 'is made during the planning stage by teachers providing challenge. A range of opportunities is also provided outside of the classroom and curriculum time in the form of clubs, projects, responsibilities and additional challenges some organised by the school and others by outside agencies.

Examples presently include Code Club, Animation Club and the School Newspaper etc within Bowhill and entrance to sporting competitions and maths challenges.

### Opportunities and Entitlements

'High attainers' should be working at greater depth within the subject and have extended breadth and depth of opportunities. This will be ensured by quality questioning, the quality and complexity of the pupil's activity, the removal of unnecessary repetitive practice and the provision of inspiring resources. It could also include individualised learning programmes and involvement in extension groups. This could be achieved by reorganising teacher time, utilising support staff, parents, offering other extra curriculum courses/activities with priority access to advanced teaching aids and links with other schools.

### Role of Co-ordinator

A named person will: keep and update a register of 'high attainers' [including, but not exclusively, those at mastery #2+ and above]; co-ordinate resources; support the staff, parents and children and liaise with the head teacher, SLT, subject co-ordinators and governing body. In line with new developments, they will review and update the aims, objectives and identification criteria.

The Co-ordinator will share a review of the agreed action plan to SLT, governor[s] and the governing body each year detailing progress made. This will lead to future plans for 'high attainers' and the ongoing development of the school's policy.

### Role of Governor[s]

The governor[s] will ensure effective communication with the head teacher, SLT and co-ordinator and be expected to challenge the school about the standards achieved by 'high attainers', reporting to the full governing body about the provision for these pupils. They will liaise regularly with, and support, the co-ordinator to create and implement Bowhill's action plan in order to ensure the quality of the schools provision. Additionally, they will develop and consolidate links with the wider learning community [MAT] to ensure sharing of good provision, resources and ideas.

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