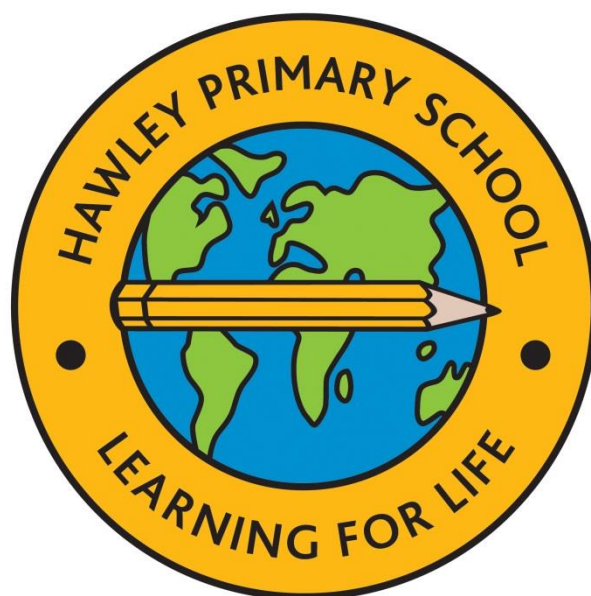


HAWLEY PRIMARY SCHOOL



HIGH ATTAINERS AND TALENTED CHILDREN

APPROVED BY: J BAKER (HEADTEACHER)

LATEST REVIEW: AUTUMN 2022

NEXT REVIEW: AUTUMN 2025

RATIONALE

As identified in the National Curriculum 2014, teachers must 'set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standards'. We recognise that at any time Hawley Primary School may have pupils whose performance or potential is significantly greater than that of their peers. These children may be identified as 'High Attaining' pupils or 'Talented' pupils and we have the responsibility to meet the needs of these children. Our policy for these pupils endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning programmes in school.

AIMS

At Hawley Primary School we aim to:

- Create a learning climate in which everyone is valued and individual differences are celebrated.
- Identify children with particular abilities, gifts and talents at the earliest possible time in order to provide appropriately for their learning needs.
- Provide appropriate challenge through high quality enriching tasks which grow from the topic being studied.
- Ensure planning is sufficiently flexible to enable adaptations and changes to be made to meet the needs of the learner.
- Provide a variety of approaches and strategies to ensure all children are stimulated and engage enthusiastically in their learning – to include: ability grouping, a cross-curricular creative curriculum, individual or group projects, opportunities for children to take the lead and a variety of teaching/learning styles
- Encourage independence through the tasks provided.
- Encourage participation in wider school activities such as School Council, Eco Chiefs group, sports and musical events, competitions etc.
- Use assessment to inform planning for individual needs.
- Encourage self evaluation.
- Provide stimulating resources to engage the learner.
- Celebrate success and achievements.
- Monitor provision through lesson observation and pupil progress meetings to ensure practice and provision is constantly improving.

DEFINITIONS

At Hawley Primary School the following definitions have been agreed in relation to pupils considered to be Most Able, Gifted and Talented:

A High Attaining pupil can:

- Achieve or has the ability to achieve at a significantly higher level of ability than most pupils of the same age group within Maths, Writing and Reading.
- Demonstrate the characteristics of learning consistently
- Demonstrate high level interpersonal skills
- Demonstrate high order leadership skills
- Present their creative thinking or practical skills

A Talented Child is one who:

- Excels or who has the potential to excel in one or more creative or expressive art or sport such as Art, Design, Music, PE or Performing Arts.

IDENTIFICATION AND ASSESSMENT

A wide range of strategies can be used in the identification of able children. The identification process is continuous and is evaluated as appropriate to the needs of the children. All staff have a crucial role in identifying pupils, as information is gathered from a variety of sources. Training in the identification of able children is undertaken regularly through staff meeting time and Inset sessions as well as through ongoing liaison between staff and the Coordinator for High Attainers and Talented pupils at Hawley.

Strategies used to identify pupils include:

- Teacher nomination following a teacher's assessment
- Teaching Assistant recognition
- Test results
- Pupils' work
- Identification of Learning Characteristics
- Information provided by Parents

Assessment used to identify pupils include:

- Teacher observation
- Teaching Assistant observations
- Benchmark tests – end of KS tests, Response to Reasoning Tasks
- Pupils' response to increased challenge – open ended tasks for ongoing assessment
- Provision of extended opportunities
- Book scrutiny
- Response from external agencies

Once a pupil is identified the Coordinator will work alongside the Class Teacher to validate the nomination and assessment data. The child is then placed on the school's register for High Attainers and Talented pupils. Children identified on the High Attainers register are discussed termly, as part of the school's pupil progress meetings to ensure they are continuing to demonstrate skills and characteristics required to remain a High Attainer.

CURRICULUM ORGANISATION AND PLANNING FOR LEARNING

At Hawley Primary School we believe that the organisation of the school's curriculum is crucial in ensuring all children are interested and engaged learners and are given the life skills they need for the future. Our school curriculum is therefore organised to provide cross-curricular learning opportunities and delivered as a comprehensive creative curriculum.

Teachers are expected to plan for the wide range of abilities in their classes and to offer extension and enrichment opportunities for those children identified on the High Attainers and Talented register. Planning is regularly monitored by the Coordinator for High Attaining and Talented Pupils and SLT to ensure children's needs are being met and to support teachers where necessary.

All learners remain in the classroom working alongside their peers and supported by the Coordinator as appropriate. Some extended activities, such as work with other children across other schools, group projects or challenge competitions, take place off the school site where appropriate.

RESOURCES

Specific resources for use with High Attaining and Talented pupils are kept in the Staff Workroom and classrooms. The Coordinator continually reviews the resources available and works closely alongside the subject leaders to ensure training materials are shared where necessary. This ensures teachers are kept up to date with what is available to support pupils in the classroom.

EQUAL OPPORTUNITIES

Our aim is to provide equal opportunities across all aspects of the curriculum for all children. The special needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches his/her potential.

THE ROLE OF THE COORDINATOR FOR HIGH ATTAINING AND TALENTED PUPILS

The role and responsibilities of the Coordinator for High Attaining and Talented Pupils are:

- To advise and keep staff informed of changes in current practice – school level, local LA level and national level;
- To liaise with class teachers in order to be able to establish the school's register for High Attaining and Talented Pupils;
- To assist teachers with day to day planning for use in the classroom;
- To monitor assessments carried out by teachers and provide ongoing support with matching provision;
- To ensure information is shared with parents during parent consultation meetings to explain how their child's needs are being met.
- To analyse data and liaise with teachers and the Leadership Team to keep Senior Leaders informed of overall pupil progress – results, identified issues, impact of work undertaken with individuals and groups etc.
- To liaise with external agencies in order to provide extended learning opportunities for children on the register.
- To ensure appropriate resources are available – resources for teachers to use in the classroom, assessment materials, etc.;
- Maintain and develop assessment systems in accordance with Staff agreements on assessment;
- To organise and lead training for all staff to ensure all staff are informed and effective in planning effectively for pupils in their class.
- To monitor the policy for Most Able and Gifted and Talented Pupils and how effective the policy is in meeting pupil's needs appropriately.

MONITORING AND EVALUATION

The Policy for High Attaining and Talented Pupils and related practices will be monitored and evaluated by the Coordinator and the Leadership Team to ensure procedures and processes are maintained and developed appropriately for the benefit of the children.