



#### ***Our Vision***

- We value every child's individuality
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community. We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

## **High Achievers Policy**

**September 2017**

### **What is a High Achieving learner?**

*"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)". DCSF May 2008.*

High Achieving (HA) describes learners who:

- a. have the ability to excel academically in one or more curriculum subjects; these may be both more able pupils or gifted and talented pupils;
- b. have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

### **What we believe about HA learners:**

- a HA learners will make six steps of progress per year as a minimum requirement.
- b HA learners are not a homogenous group. They come from all backgrounds and have a wide range of gifts and talents.
- c HA provision stems from outstanding classroom practice and excellent subject and/or specialist knowledge.
- d HA learners are a discreet group within the school and just as SEN pupils are provided with extra support and guidance, so HA learners require and are entitled to the same.

e HA extension is not simply about doing more of the same within a lesson or activity; it is about providing tasks that have greater cognitive demand and that allow learners to demonstrate different ways of thinking, with elements of challenge.

f HA learners, along with everyone else, need to be provided with opportunities to demonstrate expert thinking and problem-solving skills.

h HA learners require opportunities to demonstrate leadership and planning.

i HA learners require opportunities to compete at County and National level.

j HA learners benefit from individual Curriculum Pathways.

## **The HA Register**

High Achiever learners will be placed on a register that will allow for half termly monitoring including analysis of progress rates and success of interventions and extensions by the HA Co-ordinator.

The register will be stored on Target Tracker and disseminated to all members of staff. The progress of HA students will be looked at termly as part of the school's assessment cycle.

Students listed on the HA register will also have the details of subjects they are considered HA in. Their HA status can be analysed alongside information about their gender, ethnicity, FSM, EAL, SEN and Pupil Premium.

It is vital to realise that in many schools, certain groups of students are under-represented as Gifted and/or Talented. HA Learners are not precocious achievers with impeccable behaviour and some gifted and/or talented pupils do not fit the preconceived picture of the able child.

## **Identification**

It is the job of every teacher in the school to identify and nurture talent. HA learners are not just identified through attainment - potential excellence needs to be identified and teased out if every pupil at Wanborough Primary School is to excel. Ways of identifying HA students include: Data, Extra-curricular, as well as other means such as staff and parent dialogue for example. (Please also see Appendices A and B that identify the differences between a bright child and a gifted learner and the categories of gifted and talented that Wanborough Primary School also uses.)

### **Common Characteristics of high achieving pupils ...**

- ◆ question readily
- ◆ persevere when motivated
- ◆ think divergently
- ◆ synthesise
- ◆ communicate fluently
- ◆ analyse
- ◆ show creativity

- ◆ engage with complexity
- ◆ perceive patterns
- ◆ grasp new ideas rapidly
- ◆ take risks
- ◆ spot logicalities or inconsistencies
- ◆ make links
- ◆ may underachieve

### **Monitoring and Accountability:**

#### **Termly review:**

a. Class Teacher level - each Class Teacher will look at the progress of HA students when reviewing each assessment and ask:

- *Are HA pupils on track to reach mastery?*
- *Are some teachers securing greater HA progress than others within a Class Teacher/area?*
- *Are there any teacher/Class Teacher nominations for addition/removal from HA register?*
- *Are there any pupils who require short-term interventions?*

The Class Teacher will be responsible for providing analysis of HA students' progress to the Assessment Co-ordinator after each assessment cycle and updating their HA provision accordingly.

b. Whole-school level - there will be a half termly review of the HA cohort progress at whole-school level:

- *Is it in-line with predicted data?*
- *Are certain groups underperforming?*
- *Are certain subjects underperforming?*

#### **Annual review:**

Whole-school level - there will be an annual review of HA provision at the end of the academic year and as part of the Pupil Progress Review cycle carried out by the Assessment Co-ordinator and High Achievers Co-ordinator. They will consider and review the following:

- Are HA learners making more progress in some classes compared to others?
- Are HA learners making more progress in some subjects compared to others?
- Is the progress meeting the school target of six steps of progress?
- Are some groups under-achieving/under-represented?

- Analysis of cohort progress against targets will lead to a review of provisions and any inadequacies addressed through SLT/SEND/CO/High Achievers Co-ordinator .
- Is the HA register up to date and representative of the whole-school community?

## **Provision at Wanborough Primary School:**

### **Classroom Level Provision**

Teachers will use the lesson objectives to evaluate pupil progress and to review learning before planning the following lesson to take account the needs of learners. HA pupils will be evidenced on their planning and their activities/planned learning will be evident. Through the lesson plan individual pupils requiring extra challenge will be named and the strategies employed to stretch will be outlined.

### **Use of Targeted Teacher Questioning to stretch and engage**

Using Socratic questioning across the school will enhance all learners' critical thinking. There also needs to be space for student generation of questions. (Please see Appendix C)

Teacher questioning and modelling will be used to enable understanding and to check for misconceptions. The use of questioning will also create opportunities for dialogue between teacher and pupil and between groups of pupils. In particular HA students need to be asked and ask questions that look for alternatives, create new hypotheses or challenge the teachers or classes stance. The use of questioning should challenge HA students to develop confidence in articulating their point of view and in reviewing their answers against set criteria - either developed by themselves or externally.

### **High expectations for all students**

Every teacher at Wanborough Primary School will have the highest expectations for every student. Students will be expected to take responsibility for their own learning.

### **The use of enquiry questions to engage and challenge**

HA students should be encouraged to develop and grapple with their own Enquiry questions and then to pose different ways of answering them. HA students should be enabled to pose their own research questions and map their own way through this.

## **Pupil choice in planning and delivery, and demonstration of mastery**

HA learners need to be allowed to choose and develop their own performances to display mastery/understanding. This goes hand in hand with the Teaching & Learning Policy. For example, if answering a history enquiry question on the causes of the First World War, some learners may choose to make a movie, others design a web-site, whilst others may write a song or have a chat style debate.

## **Allocation of roles within lessons/group work**

Opportunities for HA Learners to be given lead roles in group work and to take responsibility for organising how groups go about constructing answers to lesson and enquiry questions. The grouping of pupils in a lesson should be fluid and adaptable, both between lessons and within the same lesson - Pupils of all abilities can benefit from working at different times in groups which might be formed on the basis of similar ability, mixed ability, friendship, interest, or gender.

## **Pupil co-construction of success-criteria and use of peer-review and re-drafting**

Alongside pupils displaying independence in choice of assessment pieces/performances, HA learners should be allowed to play a lead-role in constructing the success criteria for an Enquiry question end product and to work alongside classmates in reviewing and re-drafting work before the final assessment piece/deadline.

## **Use of new technologies to allow for choice and demonstration of mastery**

New technologies will be incorporated into lesson planning. With relation to HA learners, new technologies allow multiple opportunities for students to display understanding in a variety of ways. New technologies also create the ideal conditions for small group work with HA learners working as coaches and 'critical friends' to others in their group.

## **Create opportunities for critical thinking**

HA pupils should be challenged to give reasons for opinions and answers, to draw inferences and make deductions using the precise language of the subject discipline they are engaging with. HA learners should be expected to justify their beliefs and statements through the use of precisely selected evidence and be forced to look at and explain several sides of the same argument or possible answer.

## **Assessment data**

Use of assessment data by classroom teachers on a termly basis to ensure the HA cohort are making progress greater than rest of the class. Pupils are set individual targets in each subject.

## **Transition**

At the end of each academic year, provision for pupils that are on the HA Register will be discussed at depth in a transition meeting with the new class teacher to ensure progression and provision is continued.

**Reviewed:**                    **September 2017 (Curriculum)**

**Next Review:**                **September 2018**

## Appendix A:

### More Able - V - Gifted Child - differences

More Able Learner	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an Inventor
Good at memorizing	Good at guessing
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

## Appendix B

### Categories of Gifted and Talented

#### The very able high flier

*These are learners who demonstrate their ability to learn in a variety of ways.*

- ◆ They soak up challenge and respond with understanding and enjoyment.
- ◆ They often have a maturity and insight beyond their years and can cope with being different and ahead of their peers.
- ◆ Often they are self-motivated, have very supportive parents and teachers who provide opportunities for extending and enriching experiences.
- ◆ They are receiving differentiated and challenging opportunities and they are responding at high levels.

#### The coaster

*Often these children do 'the stint' and conform to teacher expectation. They play the school game well and can show pages of neat work with repetitive practice without an error.*

- ◆ They may well be quiet, sensitive children who perceive that the teacher is always occupied.
- ◆ They may be deliberately conforming to peer group expectation and may be loath to draw attention to themselves.
- ◆ They seldom ask questions because they always understand or perceive their questions as different from the usual.
- ◆ This pattern of low-level response can often become a habit, and responding to the joy of challenge is seldom, if ever, experienced.
- ◆ Sometimes, daydreaming or decorating work fills the time when the stint to comply with teacher expectation has been completed.

#### The disaffected

Sometimes, problem behaviour masks potential ability.

- ◆ The teacher's attention is understandably absorbed by the confrontational behaviour, particularly if the learner is aggressive, disruptive in the classroom, very withdrawn or inclined to be highly active.
- ◆ In areas of high social and economic disadvantage, many potentially able children are under-challenged.
- ◆ They have few positive outlets for their mental and creative energy and, sadly, too many temptations to engage in anti-social behaviour. Such behaviour becomes a habit and requires intensive cooperative work between school, home and the learner over a prolonged period of time.



## **Appendix C**

### **Socratic Questioning**

Socrates, was a philosopher born in 469BC he interrogated his fellow citizens to draw out the assumptions, errors and misconceptions in their thinking.

#### **The gadfly**

Mimic the practice of the gadfly, which nips away at larger animals. This involves asking lots of little questions intended to push thinking and avoid sloppiness: "What do you mean by that?"; "But, what if...?"; "What evidence do you have?"; "Does that always apply?"; "How can you be certain that is true?".

#### **The ignoramus**

Emulate a character who has never encountered the topic you are discussing and play dumb to encourage explanation: "What does that mean?"; "I don't understand - can you start from the beginning?"; "So, do you mean that...?".

#### **The midwife**

Ask questions that help give birth to ideas: "That's an interesting idea; could you explain it a bit more?"; "How might that affect things?"; "What made you think of that idea?".

#### **The stingray**

A shock to your traditional way of thinking in the same way a stingray unleashes its sting: "Imagine if X was not the case, what then?"; "What if everything you've said was turned on its head?"; "What if a great change happened?".