



# Love, Respect, Belong

## ST MARY'S BENTWORTH CE PRIMARY SCHOOL

### POLICY FOR HIGH ACHIEVING PUPIL(S)

<i>Date of implementation:</i> May 2024	<i>Date for review:</i> <b>May 2027</b>
<i>Ownership:</i> Education Committee	<i>Linked to:</i> Teaching and Learning Policy
<i>Review Committee:</i> Education Committee, Head teacher	
<i>Communicated to:</i> Parents, Staff	
<i>Evaluation:</i> (inc links to evidence):	

**Love** of learning and of our human potential  
Everyone has strengths and we will **respect**, support and develop these  
**Belonging** to a community, we enjoy celebrating when we excel

At St Mary's Bentworth CE Primary School we believe in providing the best possible provision for all our pupils. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those in our school who have been identified as having strengths and passions in particular area/s.

#### Definitions

These children can be referred to as able, gifted or talented pupils in national guidelines:

- 'Gifted' refers to a child who has broad range of achievement at a level well above average, typically in the more academic subjects
- 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning
- 'Able' refers to a child who is excelling in academic achievement which may be generally or in a specific area

National information predicts that approximately 10% of the children in our school will be considered as able, gifted or talented and be working at a whole level above the national expectation/peers. However, this does relate to specific subjects or disciplines. At St Mary's we work more holistically as part of our school values so therefore we look at the 'whole child' so there could be greater numbers. We are alert to this and exploit all situations and opportunities. At St Mary's we call these pupils 'High Achievers' and we will be specific about which areas they are excelling in. The terms 'gifted' and 'talented' give the impression that these skills were simply handed

to them or they were born with them. Our belief at St Mary's is that pupils have to work very hard to achieve this level of achievement and it is about resilience, determination and confidence. Therefore, 'high achievers' is the term we use.

### Aims and Objectives:

- To be alert to the whole child so we can ensure we recognise and support the needs of all our children at St Mary's
- To enable pupils to develop their 'spark' and push their potential
- To offer pupils opportunities to generate their own learning and passions
- To ensure challenge and extension opportunities
- To encourage pupils to think and work independently
- To monitor these pupils' progress in Pupil Progress meetings and data drops
- To cater for the emotional, social and intellectual growth of high achieving pupils

### Identification of High Achievers

At St Mary's pupils are continually assessed on a day-to-day basis using a variety of methods. Our high achievers are assessed in this on-going manner, and this process begins when the pupil joins our school. For some pupils we have pre-school records which give details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. All children undergo a variety of assessments on entering our reception class which records information about their developing skills and aptitudes across all areas of learning. We use this, and the information from parents, to plan for their individual needs.

As the pupils progress through the school, we use a variety of methods including:

- Teacher observations and assessments
- Discussions with other teachers and professionals
- Subject specific criteria checklists
- Evidence from out-of-school/classroom activities

We recognise and understand that it is best practice to use a variety of sources and endeavour to triangulate information. We will seek to provide an enriched personalised curriculum for all of our pupils as, through this, it will be possible to identify and enrich the high achieving provision.

### Provision

St Mary's provides a broad curriculum, giving pupils the opportunity to flourish. Enrichment/extension activities are provided by all teachers in all classes as normal quality first teaching. We have Book Weeks and Art Week trying to give every opportunity to shine. Working with pupils of like ability is also important and we work within our cluster as well as our secondary schools to have approximately 2 activities per term within our schools for a range of high achievers e.g. IT, Maths. Pupils in Key Stage 2 also have the opportunity to have challenge sessions within a small group in

Maths and English. Through roles like Peer Mentors, Pupil Council and Church Council, pupils have the opportunity to share their social and personal qualities. A range of clubs run by and for the pupils, contribute to a wide range of opportunities for our high achievers.

### Monitoring

High Achievers Co-ordinator: Head teacher

High Achievers Governor: Education Committee Chair

Together, as a team, we monitor the provision and ensure any aspect of school improvement related to this area is consistently evaluated.

During Pupil Progress Meetings, this group of pupils will be discussed and analysed and this information will be given to Governors.

High Achieving pupils will be tracked and monitored through Pupil Progress meetings. In these meetings we will plan their next steps and enrichment or challenges they may need to flourish further.

On transition to Secondary School, this knowledge and experience is shared with the relevant teachers.

We recognise that pupils develop at different rates and some indicators of ability may be misleading e.g. young children entering school very able and comfortable with language, meaning it may well happen that over the year their peers catch up and they may not go from year to year remaining on the register.

Our identification and monitoring through Pupil Progress and use of our tracking system allow flexibility for pupils to move in and out of the group. Support will be provided for the teacher where required and professional development or moderating activities will support this.