Sunnybrow Primary School

Highly-able Policy

Introduction

At Sunnybrow Primary School, we celebrate the fact that every pupil is unique, and we aim to place each child at the centre of their learning, and **empower** every child to **succeed.** Each pupil is perceived to be an individual of great value, and we strive to provide a secure yet challenging and aspirational educational environment, which will stimulate the development of all students and enable them to maximise their full potential.

In recent years, there has been a move away from the term 'Gifted and Talented', with the idea that there is more 'room at the top'. We strive to raise aspirations for all pupils, regardless of their starting points, including those with potential to become the highest attainers. All pupils should be given the opportunities to access an optimal depth and breadth of learning.

Rationale

At Sunnybrow Primary School, we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their full potential, regardless of age, race, ethnicity, gender or background. This policy is a statement of the entitlement for **all** children, including those deemed as 'highly able'.

Aims

Through the implementation of this policy we aim to:

- Foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas, and raises aspirations
- Ensure challenge and a breadth and depth of learning for all pupils, regardless of their current attainment level
- identify children with the potential to achieve at a level beyond their peers and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- provide an appropriately challenging curriculum for all pupils, including highly-able children by providing a range of opportunities to work at a greater depth and through enrichment/study support beyond it.
- provide pupils with opportunities to work with other pupils with similar abilities
- improve all our pupils' self-esteem and self-image and support the development of emotional and mental wellbeing
- develop pupils' social skills
- support and make more effective the transition of highly able children to secondary school.

Identification – see Appendix 1

Sunnybrow Primary School believes that identification and provision are integral to pupils reaching their potential and, therefore, aims to provide as many opportunities

as possible for **all** students to prosper, display and extend their range of talents and abilities. We believe that there should be challenge for all pupils.

Identification as highly-able should not be seen as an end in itself but as an indication of further potential. Highly-able status is intended to ensure that students are on track to attain highly and are identified effectively so that staff deliver appropriate provision to ensure that the required progress is made by highly-able students throughout their time at our school.

We use a range of strategies to help us gain a clear picture of where our children are at in their learning journey. The identification process is ongoing, and begins when the child joins our school.

- **On entry,** children and their parents complete an 'All about me' sheet which provides the opportunity to share details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- Children undergo **baseline assessment** within the first half term of joining our Reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.
- As the children progress through the school, we **test and assess** them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. The children undertake **national tests in Year1 and Year 6.** Teachers also use formative on-going assessment and termly assessments of each child's progress in all subjects of the National Curriculum.
- The focus for the identification strategy should be on improving provision for all children including the highly-able and not on creating an academic elite.
- Staff will use the Teacher's Checklist for highly-able children (see Appendix 1)

As a point of reference, teachers should be aware that they should be identifying between (but not exclusively) 5-10% of pupils in each year group as highly-able in line with advice from the DfEE.

Monitoring

Teaching, pupil progress and attainment is monitored termly. Teachers meet with the Head Teacher each term to discuss pupil progress and to carefully plan next steps. Highly able pupils are identified. Subject leaders monitor teaching and pupil performance throughout the year. They monitor the level of challenge provided for all children, including those pupils classed as 'highly-able', ensuring that all children are developing to their highest capabilities.

Organisation

The provision for all of our pupils, including the highly-able pupils is the responsibility of all teaching and support staff.

Senior Leadership Team

The Senior Leadership team will:

*Work with all staff to achieve an environment where success, aspiration and achievement are core values for all
*Ensure the quality of teaching and learning allows all students to achieve to the best of their ability
*Ensure all staff are fully trained and feel competent to deliver top quality outcomes for all pupils
*Ensure sufficient funding is made available to support highly-able activity both withing the core curriculum and extra-curriculum provision
*Monitor student achievement rigorously, as part of whole-school evaluation

Role of Highly-able Co-ordinator

The Highly-able co-ordinator will:
*Maintain and develop the school's policy
*Develop strategies for the improvement of challenge and breadth and depth of learning for all, in consultation with the Senior Leadership team, Governors and staff
*Work in liaison with the SENCo to ensure that any additional needs are met
*Work with subject leaders to ensure that teaching across the curriculum meets the needs of students and that best practise is shared
*Monitor pupil attainment and ensure effective and consistent tracking across all subject areas
*Work with teachers to put measures in place for underachieving pupils
*Communicate with parents, staff and governors, the provision being made for pupils
*Advise parents on supporting pupils, including highly-able pupils
*Ensure all access arrangements are in place
*Monitor the participation and engagement of all highly-able in extra-curricular activities
*Ensure that strategies are put in place to ensure all identified pupils are making appropriate progress
*Ensure there are opportunities for stretch and enrichment built into every SOW, higher-order thinking skills are developed, pupils have the opportunities to organise their own work and develop their independence

Teaching and Learning

Our school aims to meet the needs of our students through planned provision that identifies learning outcomes, challenges and extends all of our pupils, including highly-able students.

Professional learning will equip staff with the ability to stretch and challenge students in lessons by using appropriate teaching strategies with an emphasis on Quality First teaching and Mastery.

Our students should be motivated and provided with learning opportunities to go beyond their level of attainment and for highly-able pupils, to go beyond the level expected of other students in their age group. Every classroom teacher is responsible for enabling their pupils to experience a broader curriculum and deeper learning experience

Enrichment opportunities

Enrichment opportunities should provide opportunities for expert provision, external visits or enhancement programmes. Enrichment involving all school areas can be developed across the school.

Trips and specialist days with annual activities outside school time can aid this provision. Highly-able students should be involved in projects and activities allowing them to work with students across year groups, e.g. to take part in extra-curricular activities, such as running revision days, acting as mentors, participating in teachers' workshops or assisting with Induction events and activities. This should be in addition to whole school clubs and societies.

All enrichment opportunities will be tracked and monitored by the Highly-able Coordinator and the SLT and will be assessed for impact as part of the school's monitoring process.

Review and Development

The Highly-able policy will be reviewed annually. Amendments and improvements will be made to the policy in the light of new developments at national and local level.
The progress and performance of highly-able children will be reviewed regularly (termly) to ensure that the approaches taken by school are effective in developing their skills and talents.

Use of outside agencies

Staff should consult with subject co-ordinators to make the best use of outside expertise. This may involve approaching advisors and inspectors for advice. Staff responsible for Y6 children and the highly-able co-ordinator should liaise with mentors and transition staff at secondary school level to enable relevant information to be passed on.

Personal and Social Education

Staff should be aware that some aptitudes and talents are not directly related to subject areas. Such abilities might include:

- verbal communication
- mechanical ingenuity
- creativity
- performing arts
- social awareness
- physical ability
- leadership qualities
- reasoning/problem solving skills

Our school curriculum is designed so that aptitude or talent in the areas above can be identified during activities such as P.S.H.C.E., school council, after school clubs, class assemblies, class discussion and during subjects activities such as P.E. Design and Technology and Drama.

Pupils who have difficulties in forming relationships with their peers due to their particular ability are supported through our normal school procedures.

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Appendix 1

Gifted and Talented Children – Teachers Checklist

Exceptionally able children are likely to show the following characteristics. A child showing more characteristics on the checklist, but not those starred, is likely to be a gifted child who is under achieving educationally.

1. Possess superior powers of reasoning, of dealing with abstractions, of generalising from specific facts, of understanding meaning, and of seeing into relationships
2. Have great intellectual curiosity
3. Learn easily and readily
4. Have a wide range of interests
5. Have a broad attention span that enables them to concentrate on, and persevere in solving problems and pursuing interests
6. Are superior in the quality and quantity of vocabulary as compared with children of their own age
7. Have ability to produce effective work independently
8. Exhibit keen powers of observation
9. *Have learned to read early- (often before school age)
10. Show initiative and originality in intellectual work
11. Show alertness and quick response to new ideas
12. Are able to memorise quickly
13. Have great interest in the nature of man and the universe (problems of origins and destiny etc.)
14. Possess unusual imagination

15. Follow complex directions easily
16. *Are rapid readers
17 Have several hobbies
18 *Have reading interests which cover a wide range of subjects
19. *Make frequent and effective use of the library
20. * Are superior in mathematics, particularly in problem solving