

## Bell Farm Primary School

### Policy for the Inclusion of High Performing Pupils



The School aims to provide high expectations for all individual pupils and groups of pupils. Our High Performing pupils are provided with a range of learning and teaching opportunities to further increase and enrich their special skills and talents so that their full potential can be achieved.

#### Policy rationale and aims

At Bell Farm, we recognise and encourage the individual interests, talents and abilities of every child.

The aim of this policy is to ensure that we:

- Identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group.
- Provide for the learning needs of those children who may be identified as high performing.
- Prepare these pupils for the opportunities, responsibilities and experiences of life.

This policy should be read in conjunction with the following documents: Teaching and Learning policy, and curriculum subject policies.

Children have access to a wide and balanced curriculum which motivates and challenges them to fulfil their individual potential. All children are sufficiently challenged in the classroom and can further develop their individual talents and skills through a wide range of extra curricular activities. Success is achieved in close partnership with pupils, parents, carers and other members of the community. Various groups of children across the school demonstrate the characteristics of being high performing. Provision for these pupils will be embedded both within lessons and as part of enrichment activities.

#### Definitions

We use the terminology 'high performing pupils' to refer to pupils achieving, or capable of achieving, significantly higher than the average for their age group. We use this as we believe that children's abilities are not fixed, as implied by the more common term: 'more-able, gifted and talented'. However, the two terms refer to the same cohort of pupils and therefore, we adopt the DfE definition in respect to this group of children and accept the following recommendations:

The gifted and talented cohort typically comprises 5 – 10 % of pupils across the school.

The pupils identified in the cohort will be achieving, or **have the potential to achieve**, significantly in advance of the average for the year group in their school.

Pupils can be identified as:

- Being '**all-rounders**',
- Having **academic ability** (defined as ability in one or more subjects in the statutory school curriculum other than art, music or PE),
- Being **talented** (defined as those with ability in art, music, PE or in any sport or creative art).

Pupils with talent can constitute up to one third of the total cohort.

Our identification strategy will ensure that pupils are identified who have the potential to achieve, but are not regularly demonstrating, high achievement.

Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

### **Identification**

Our high performing cohort can comprise of up to 10% of our pupils. When identifying the gifted and talented pupils, we use a range of qualitative and quantitative strategies to ensure that all learners are given the opportunity to be identified. The strategies include:

- Testing: to assess achievement, potential and curriculum ability.
- Teacher observation and assessment, not only of written work but also of their approach, the strategies they use, the extent to which they use their initiative and the questions they ask.
- Teacher nominations from the present and previous schools attended.
- Information from parents, external agencies (clubs), peers and the children themselves.
- Performance criteria in sport, PE and creative arts.
- Tracking of pupil progress.
- A range of learning experiences that give children opportunities to develop and display their abilities.

The high performing group is representative of the whole school population in terms of gender, ethnicity, and socio-economic background.

### **High Performance Register**

At the start of the new academic year, each teacher will update a skills and talent profile for their class; this will be reviewed at least termly and handed to the High Performance Co-ordinator, who will update the core register. Using the identification guidance, each phase leader will compile a high performance list for their year group(s), reflecting the diverse needs of children in the cohort; this will inform planning to ensure that appropriate provision is made.

The children on the register may change each year and at any point throughout the year. This is a reflection on all children's developing abilities and interests.

### **Aims**

Having identified pupils as high performing, we aim to provide:

- A celebration of the achievement of pupils in all areas
- Entitlement to an education that meets their individual needs
- The opportunity to develop their individual skills and talents
- Sufficient challenge and support given in and out of class, both socially and academically
- An opportunity to use their unique and individual learning style, including personal recording styles and use of ICT
- The inclusion of higher order questioning and thinking techniques used to develop their potential
- The transition of pupils to secondary school more effectively

### **In-Class Approach**

Teachers at Bell Farm plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do. We achieve this in a variety of ways, planning for children's learning by providing:

- A common activity which allows children to respond at their own level
- An extension activity with a common theme that reflects a greater depth of understanding and a higher level of attainment
- Opportunities to be extended in groups beyond the class setting
- Working in pairs and groups with like ability, so that expectations are more challenging
- Appropriate differentiation of class work and homework, made explicit in planning
- Challenge within subjects
- Higher level thinking and questioning
- Setting clear and challenging targets
- Enabling children to self-evaluate
- Subject leaders monitoring provision for high performing pupils in their curriculum area
- Providing resources for self study, independent learning and investigative work
- Different forms of input or stimuli (e.g. break-away group or targeted input)
- Open-ended questioning
- Opportunities to take the role of 'teacher' with lower attaining children

### **Whole School Approach**

- Awareness by all staff of pupils in their class on the high performance register.
- Enrichment activities in school whereby pupils may work with others outside their own class, year groups or school.
- Regular training will take place to either update on practice or clarify provision for high performing pupils.

### **Partnership with Parents**

- Informing parents that their children are performing highly in specific subjects.
- Providing guidance and advice.
- Developing partnerships.
- Home / school challenges (e.g. optional homework).

### **Out of school activities**

There is proactive support to encourage children to develop skills and talents in opportunities outside school. Bell Farm participates in a number of external events, intended to stretch and challenge these pupils in the appropriate subject areas.

These may include:

- Musical activities, events and lessons.
- Sporting activities and events.
- Numerous after school clubs in the creative and academic subjects.

### **Monitoring, Assessment and Review**

There is a review of the high performance register at the beginning of each academic year, published before October half term. This audit covers every year group from Reception to

Year 6. The EYFS children are placed on the high performance register based on observations and listening to their conversations and play.

Each phase group will review their lists each term:

- To monitor the progress of the children in their cohort.
- To do a checklist of enrichment activities and clubs that high performing children have access to, so that their talents and skills are being developed.
- To liaise with other class teachers and teaching assistants on the support being received for identified pupils.
- To specifically discuss provision and rates of progress at parent meetings.
- To track termly rates of progress in the core subjects.

### **Lead Teacher and Co-ordinator**

High Performance Co-ordinator – Emily Valenti  
Inclusion Leader – Alison Beardon

Responsibilities include:

- Ensure high performance lists are updated by class teachers then updated on the core register by the high performance co-ordinator.
- Providing information which teachers can share with parents at parents' evenings on how to support and challenge their children at home.
- Provide regular CPD for staff.
- Coordinate with other schools by attending network meetings.
- Arrange in-school and out-of-school enrichment.
- Liaise with staff on provision for high performance policy with staff.
- Advise staff on classroom strategies for high performing pupils
- Liaise with coordinators in the monitoring and evaluation cycle, with specific regard for the provision and differentiated planning for high performing pupils.
- Purchasing resources and budgeting for high performance activities.
- Give feedback to governors on the provision for high performing pupils.

<b>Status of Policy</b>	<b>Date</b>
Authored by Emily Valenti	January 2018
Policy reviewed	January 2018
Agreed by Staff	February 2018
Agreed by Governors (C and L)	January 2018
Review	Every 2 years (January 2020)