



## HIGH ACHIEVERS POLICY



## Policy Information

### Named personnel with designated responsibility for High Achieving pupils:

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017-2018	Joanna Rees	Daniel Upfield	TBC	Sophie Taylor

### Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
September	Policy created	ARK Central

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2017-18		Sophie Taylor

## 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.*

- a **High Achieving** describes learners who have the ability to excel academically in one or more curriculum subjects.
- b **High Achieving** describes learners who 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 be Well Above Age Related Expectations each year.
- 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 academy 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.
- f HA learners and their parents/carers need to be fully involved in planning provision and in reviewing its impact.
- g 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 that may allow for early entry and additional subject options.

## The HA Register

**High Achiever** learners will be placed on a register (Graduated response chart/ table) that will allow for half termly monitoring including analysis of progress rates and success of interventions and extensions.

The register will be stored on Pupil Tracker and in CMIS and viewed by teachers through CCR. The progress of HA students will be looked at half termly as part of the academy's assessment cycle.

Students listed as HA 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.

The academy will run a 'shadow' register to allow for monitoring and support of pupils who have either come off the official HA register or who display potential but who do not yet meet the academy requirements for the HA register as outlined in Table 1.

It is vital to realise that in many academies, 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 academy to identify and nurture talent. HA learners are not just identified through attainment in national summative exams - potential excellence needs to be identified and teased out if every pupil at Ark Atwood Primary Academy is to excel. Ways of identifying HA students:

## Monitoring and Accountability:

### Half Termly review:

- a **Class Teacher level** - each Class Teacher will look at the progress of HA students when reviewing each assessment and ask:
  - i. Are HA pupils on track to expected progress?
  - ii. Are some teachers securing greater HA progress than others within a Class Teacher/area?
  - iii. Are there any teacher/Class Teacher nominations for addition/removal from HA/Shadow register?
  - iv. Are there any pupils who require short-term interventions?
  - v. Class Teacher will be responsible for providing analysis of HA students' progress to the line manager after each assessment cycle and updating their HA provision accordingly.
- b **Whole-academy level** - there will be a half termly review of the HA cohort progress at whole-academy level:
  - i. Is it in-line with predicted data?
  - ii. Are certain groups underperforming?
  - iii. Are certain subjects underperforming?

### Annual review:

- a **Class Teacher level** - each Class Teacher will carry out an annual review at the end of the academy year and as part of the Pupil Progress Review cycle of HA provision with a focus on progression as part of their Class Teacher Improvement Plan for the year:
  - i. Is the HA cohort as a whole making more sustained progress over time than the rest of the year group?
  - ii. Are any groups within the cohort not making the required progress in a subject?
  - iii. Are some teachers securing greater progress than others?
  - iv. Each phase will be responsible for providing analysis to their Line Manager of the progress of the HA cohort, the accuracy of their identification and an Action Plan for the following year to address short-comings and improve provision.
- b **Whole-academy level** - there will be an annual review of HA provision at the end of the academy year and as part of the Pupil Progress Review cycle carried out by the Inclusion Manager
  - i. Are HA learners making more progress in some subjects compared to others?
  - ii. Is the progress meeting the Academy target of three sub-levels,
  - iii. Is progress above similar pupils in similar academies/colleges?
  - iv. Are some groups under-achieving/under-represented?

- v. Analysis of cohort progress against targets will lead to a review of provisions and any inadequacies addressed through SLT/Inclusion Manager Action Plan and SEF (See Target Setting, Assessment and Reporting Policy and Calendar).
  - vi. Is the HA register up to date and representative of the whole-academy community?
  - vii. Is the shadow register up to date?
- c. **Parental involvement** - the Academy will also involve parents/carers in a yearly review of HA provision and use this feedback from an annual questionnaire to inform planning and SEF by asking, what extra opportunities/support do they require to support their child?

## Provisions at Academy level

### Class Teacher level provision

### Classroom level provision

The following strategies, along with the HA lesson planning checklist, should be used at the lesson Planning stage and written into the appropriate part of the lesson plan.

## Planning objective-led lessons

All lessons will be planned using the Ark Atwood lesson plan and learning will be framed within the lesson objectives, devised using the 'Framing Lesson Objectives' sheet.

Teachers will use the lesson objectives to evaluate pupil progress and to review learning before planning the following lesson to take account of this. Through the lesson plan individual pupils requiring extra challenge will be named and the strategies employed to stretch will be outlined. This is also identified on the Graduated Response Charts which are reviewed half termly, as well as informally throughout each term.

## Use of targeted teacher questioning to stretch and engage

Using Socratic questioning across the academy will enhance all learners' critical thinking. There also needs to be space for student generation of questions.

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 ARK Atwood Primary Academy will have the highest expectations for every student. Students will be expected to take responsibility for their own learning, to work independently and to use the VLE on their own or in small groups without direct input from the teacher. The Academy operates a 'No excuses' policy and all staff must enforce this.

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

HA students should be encouraged to develop and grapple with their own Enquiry/Fertile 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 a Fertile Question.

## **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 T&L 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/fertile 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 sex.

## **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 half termly basis to ensure the HA cohort are making progress greater than rest of the class. Pupils set individual targets in each subject.