

**Sacred Heart Primary School**  
**Policy for High Achieving Pupils**

This policy is written in the light of our school mission statement:

*Jesus at the Heart of All That We Do*

**Philosophy**

All children have a right to a challenging and appropriate education. We believe high achieving children should have sufficient opportunities to use and extend any special God given abilities and talents. We wish to create a culture of achievement and believe that any special abilities or talents should be identified as early as possible, and developed during children's time at Sacred Heart Primary School.

**Aims**

Our principal aims are to:

- Ensure that all staff can successfully identify high achieving children
- Provide an education which is appropriate to the abilities and needs of such children
- Develop the children's thinking skills through extended and enriching learning activities
- Develop the specific skills and talents of each child
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development
- Involve and encourage parents in meeting the needs of their high achieving children.

## **Definitions**

Our school recognises, in accordance with DfES guidelines, that able pupils are typically advanced in comparison with the average for their year group, but not significantly so, whereas ‘high achieving’ pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group. The school normally expects to identify between 5 and 10 per cent of each year group as high achieving, although this will vary from year to year.

*(See Table of Definitions, Appendix 1)*

## **Identification and Monitoring**

High achieving children are identified through:

- teacher assessment
- information from previous teachers
- standardised testing
- End of Key Stage National Curriculum Tests (SATs)
- consultation with parents
- discussions with child

*(Please refer to Appendix 2 for characteristics to inform judgements)*

A High Achieving Child Register is drawn up on the basis of this evidence.

Class teachers are responsible for monitoring children’s progress and achievements.

Evaluation will inform planning for future needs. Progress will be tracked through the Tracking Folder evidence and discussed with parents. This is monitored by the Headteacher.

## **Strategies**

Class teaching that responds to the needs of high achieving children may involve strategies such as:

- **Challenge** – providing activities and experiences which engage interest, and stimulate thought and action at a high level
- **Enrichment** – adding breadth and range to a child’s attainment and progress through activities and experiences which consolidate and widen the child’s knowledge, skills and understanding
- **Extension** – providing opportunities for children to increase the depth of their knowledge, skills and understanding
- **Specialist teaching** – providing teaching that utilizes the particular skills and expertise of individual teachers
- **Differentiation** – modifying the learning experiences of high achieving children so as to promote the opportunities for them to engage primarily in higher order thinking

*(See Types of Differentiation, Appendix 3)*

- **Out of class activities which may include:**

Master classes for high achieving children

Extra curricular clubs

Music or sports practice and performance, or competition opportunities

Special events – e.g. field trips, residential visits

Providing out of school activities within the community

Visits by experts – e.g. dance and music groups

*(Please refer to Appendix 4)*

## **Pastoral Care**

Although this policy is written to assist high achieving children achieve their full potential, our major concern is for the whole child and his/her spiritual, emotional, social and intellectual development. Where under-achievement of high achieving children is identified, the school will seek to identify the cause and take remedial steps.

## **Responsibility for co-ordinating and monitoring progress**

The role of the co-ordinator is undertaken by the Helen Winslet. This role includes:

- Supporting staff in the identification and setting up of provision for high achieving children
- Collating and monitoring the register of high achieving children
- attending courses to develop expertise and share this with other staff
- purchasing appropriate resources
- monitoring and assessing provision
- encouraging and facilitating the work of other staff

## **Responsibility of Class Teachers**

- To fulfill their role in the identification and nomination of high achieving children
- To deploy the agreed professional approaches to the development of high achieving children
- To ensure that the parents of high achieving children have regular opportunity to contribute to, and receive feedback about, the assessments of children's progress

### **Monitoring and Review by the Governing Body:**

It is the responsibility of our Governing Body to agree and then monitor the school High achieving Policy. The committee of the Governing Body for curriculum issues does this together with the Headteacher. Parents and children complete a questionnaire on an annual basis, and our governing body pays careful consideration to any concern that is raised at that time or at any time by any parent.

*This Policy is due for Review in the Autumn term 2019*