



Redlands Community Primary School

Working Together and Aiming for Excellence

Higher Attainers

Sileby Redlands Community Primary School values all children equally and endeavours to ensure that each child should have the opportunity to realise their potential in a challenging and supportive environment. All children should fulfil their potential and be given significant challenges to bring out the best in themselves and develop to a high standard of their ability. Not only depth, but also breadth will enable them to unlock and use their high level of thinking skills. Our School ensures that we meet the needs of all our pupils. All children have the right to make good progress. We ensure Quality First Teaching, robust assessment systems and inclusion of greater challenges in lessons enable pupils to develop all their aptitudes and abilities.

Definition

At Sileby Redlands Community Primary School children are classed as **Higher Attainers** if they are working above age related expectations in one or more area.

Previously, these children would have been seen as the pupils achieving a level 3 at Key Stage 1 or Level 5 and 6 at Key Stage 2. Within the new curriculum however, these children may now be described as working at greater depth. The most important aspect of meeting the needs of higher attainers is the day-to-day experience in the classroom. This can be best achieved through a combination of:

- incorporating breadth across the whole curriculum;
- increasing depth within the subject;
- accelerating the pace of learning.

In order to meet their needs, we ensure that children working at greater depth have opportunities to explore the relevant subject areas at a level suitable for them.

We set high expectations for them in lesson.

Just as too low a level of expectation results in boredom and is demotivating, so too can unrealistically high levels of challenge produce stress and frustration which, in the long run, can be counter-productive. What is most important is finding a level of expectation that makes the learning experience motivating and challenging. It is in a learning environment that encourages ambitious but realistic expectations, and where there are no fixed ceilings on learning, that more able pupils are most likely to thrive.

Provide them with opportunities for challenge and higher order thinking

It is important to find opportunities to increase the use of the higher order thinking skills which encourage more able pupils to 'think about their thinking' and to question their own learning. By explicitly introducing more able pupils to the concept of higher order thinking skills, pupils will see that 'thinking' can be taught and learnt, rather than being something that might just happen.

Encourage failure and perseverance

As well as developing their higher order thinking skills, more able pupils also need to develop their ability to persevere. Failure, especially if it is public, is something that more able pupils find difficult to embrace, given they are generally seen to be the ones who always get the right answer, and quickly. However, they need to experience failure, so they become aware that, along with success, it is a consequence of exploring different avenues of thinking and there is no disgrace in it. They also need to come to appreciate that there is often no 'right' or 'wrong' answer.

We carefully track and monitor more able children's progress in order to ensure they achieve their true potential. If you would like further information on higher attainers you can find this at <http://www.nace.co.uk/>

In terms of provision the following strategies may be employed, as appropriate to the need of the child:

Specialist teaching from subject specific teachers or learning mentors

Involvement of outside agencies (this may also be necessary for particular high level talents which require a student to have a dual learning environment to allow them to practice and learn on an alternative timetable)

Transition

We recognise the importance of transition points for able pupils both between classes but particularly between schools. As a family of schools we have developed robust, meaningful transition practices which aim to minimise disruption and maximise learning for Higher Attaining pupils.)

Monitoring Greater Depth

Ensuring that this group of pupils are receiving effective provision, making appropriate progress and reaching their full potential is not the responsibility of one person in school. A range of people will be engaged in Monitoring & Evaluation activities which will inform the full picture. The Headteacher, Lead professionals, key stage leads, Assessment and data coordinator and class teachers all keep an equal focus on Higher Attaining pupils to ensure that they do not become vulnerable.

Children who are eligible for pupil Premium are identified in accordance with the schools tracking systems and reporting. Provision is identified to further enhance opportunities for these children in both social, emotional and academic attainment. The school is proactive in identifying this vulnerable group and endeavours to provide a wide range of diverse opportunities to inspire and engage all children in their learning.