

CHESLYN HAY SPORT AND COMMUNITY HIGH SCHOOL

MANAGEMENT POLICY

Provision for the Most Able Pupils (High Prior Attainers)

1. Philosophy and Rationale

At Cheslyn Hay Sport and Community High School we provide an engaging and challenging curriculum for all pupils, and those of higher ability are no exception. We recognise that the provision for our most able pupils is the responsibility of all staff throughout the school and therefore it is fully integrated into our teaching practice. Most able pupils are in need of differentiation as any other pupil, and we are committed to an inclusive approach to education that provides for an environment and curriculum which encourages and celebrates the success of all our pupils. We are committed to ensuring that all pupils are supported to reach their potential.

“How well the brightest children are doing will usually be among the very first questions an inspector as the school leadership team at the start of the visit. This is because inspectors know that if provision for this group is good, it is likely that other groups of pupils are also being well served. Conversely, if the most able pupils are not being stretched, that will alert inspectors to the possibility that things may be going wrong elsewhere”

Sir Michael Wilshaw- HMCI Monthly Commentary, 10 June 2016

Our school will have, at any time, a number of high prior attainers, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance could exceed that of above-average attainers and sometimes that of students described as well above average for their age.

2. Aim of the Policy

In order to obtain a coherent approach, all staff must be aware of this policy and act upon it. Each department is asked to consider in liaison with their subject leader, their provision for this cohort of students and to monitor and develop that provision in line with curriculum developments and other school policies.

The aim of this policy document is to ensure a consistent approach to the support of the higher ability pupil through:

- an identification of characteristics and needs of such students within subject areas
- listing a variety of strategies for providing for the needs of the most able pupils
 - in the classroom
 - whole school provision
 - out of school provision
- raising staff awareness of the range of strategies available to them
- opportunities to support students who have a particular talent within subject areas

3. Definitions

A ‘high prior attainer’ is a student who has achieved a high scaled point score in KS2 and is therefore banded as such.

Previous definition of ‘gifted and talented’ may still offer some insight into the capacities of such children. The following characteristics were set out by the DfES:

- speed of information processing – learning rapidly, understanding things quickly
- highly efficient memory – learning quickly, capacity to retain and recall effortlessly
- making connections – their ability to see patterns and link things together (at times in novel and idiosyncratic ways) makes them very efficient at deriving new insights and understanding
- intellectual curiosity – a thirst for knowledge and high intrinsic motivation which makes them soak up information. They often love the acquisition of knowledge for its own sake.

Our definition of ability recognises these aspects, and that a student may possess this potential although performance may not currently reflect this.

4. Provision

Teaching styles of the most able are often more open ended and flexible. There must be scope for such pupils to 'take risks' in their learning. Effective teaching will allow them to gain greater autonomy and be given opportunities to think creatively,

At Cheslyn Hay Sport and Community High School we aim to:

- give all students their entitled education and experiences that are appropriate for their needs, within and beyond the framework of the National Curriculum
- recognise abilities and talents in a wide range of areas, not only academic
- identify the gifted or talented student as early as possible, so that progress can be monitored
- provide a wide range of high quality learning opportunities to develop the talents of each student, enabling them to reveal, display and extend their abilities.
- actively involve our gifted and talented students in their learning
- recognise each student as an individual and be concerned for the whole child both socially and intellectually
- develop staff awareness, strategies and teaching skills to provide challenge and flexibility in the curriculum
- use a range of assessment techniques to identify such students and to provide targets for them
- provide opportunities for students with like minds to work together
- provide effective performance coaching and mentoring systems

5. Types of provision

In the classroom:

- high expectations from teachers
- the use of questioning at various levels of cognitive development to raise the level of challenge
- the teaching of higher order thinking skills
- fostering creativity
- awareness of what prior knowledge, understanding and skills students have so as to avoid unnecessary repetition of work and to enable activities to be pitched at a challenging level
- planning for differentiation by input, not relying on differentiation by outcome
- appropriate target setting
- planned enrichment and/or extension activities
- provision of open-ended tasks
- access to more challenging text
- allocation of role within group work that require problem solving and decision making
- encouragement of independence and autonomy
- varied and flexible student groupings allowing students to work in a variety of settings and combinations
- raise aspirations and build awareness of potential career options

Out of school opportunities to be identified/developed:

- homework tasks that involve in depth research on open ended and complex aspects of the topic
- Brilliant Club
- acceleration classes
- enrichment classes
- Easter or Summer schools
- Attendance at functions/events
- Competitions
- Attendance at master classes at local institutes of higher education
- Mentoring of KS4 students predicted 5 or more grades 8 and above
- Opportunities to work with younger pupils
- Opportunities to be mentored by university professors
- University visits
- Rigorous encouragement to apply for university, especially Russell group institutions

6. Resources

Resources that support the learning and progression of higher ability will be provided and reviewed on an ongoing basis.

- human resources
- training for staff and governors
- useful websites

- books and online resources for students and teachers
- liaison with the school librarian
- Provision in some cases may be limited by the resources available to the school.

7. Review and development

The school's success in meeting the needs of higher ability students will be evaluated departmentally as part of the normal C.Q.A. (Curriculum Quality Assurance) processes using the following indicators:

- records of individual student progress
- attainment 8 scores
- progress 8 scores
- lesson observation/work scrutiny/lesson plans
- students' comments
- parents' comments
- feedback from subject departments and class teachers
- Ofsted reports

Focus on Improving Progress of High Prior Attainers

Through QA channels, it has been recognised that some high prior attainers have historically not achieved the same level of progress as other students. As such, students who are defined as high prior attainers and who are making less than expected progress, across all years, are categorised as 'Higher Focus' students. There is a detailed strategy in place to effect improvement in this area, including, amongst others, the following strategies.

Teachers apply a strategy in the classroom to improve the participation and achievement of these students in order to improve their progress. These strategies are as follows:

- a. Follow-up questioning
- b. 3 checks every lesson
- c. Feedback challenge check
- d. Considered seating planning
- e. Challenge non-completion

Full details of the strategy are found in the 'Teaching and Learning' booklet issued to staff annually.

Use of reading lists to improve students' exposure to challenging and subject-based texts and improve literacy

Use of a Challenge Passport to engage students in their work and making progress in KS3

Improved curriculum and assessment in subjects to support HPA students, and a focus on monitoring this through QA activities

Lead SLT member: PHA

Date of next review: 08/19

Reference: