



Armthorpe
Academy
Enriching Lives, Inspiring Ambitions

Higher Attaining Students Policy

September 2021

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Consilium
Academies

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The Consilium Charter states that:

- **Everything we do has a focus on helping children and young people to succeed to their potential academically, socially and emotionally.**
 - **We instill passion for life-long learning and continued improvement so that our academies, staff, and students can grasp their aspirations and ambitions.**
 - **We develop the whole child by providing exciting and challenging learning and extra-curricular opportunities and experiences.**
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1. Rationale

Our school aims to provide teaching which makes learning challenging, engaging and enables students to reach their potential. This policy is for the higher attaining pupils and therefore an integral part of the school's broader development of maximum inclusion of educational opportunity for all students. It demonstrates our ongoing commitment to provide an environment in which all students are able to realise their potential. This includes providing a sufficiently challenging curriculum and wider educational experience:

Aims

- the raising of aspirations for all students;
- high expectations of achievement for all students;
- greater enterprise, self-reliance and independence for all students;
- skilled, well-prepared and informed teachers who teach to the top and scaffold appropriately to support those less able;
- contextual information of most able students is used by teachers effectively to ensure that students are reaching their potential;
- lessons that stimulate, engage, challenge, inform, excite and encourage students, through partnership and dialogue;
- an entitlement beyond subject teaching, including the preparation for adult life and the world of work;
- experiences outside the curriculum that allows students to experience the world beyond their immediate setting.

2. Definitions

Higher attaining student is, generally accepted that "High attaining students are those who achieve, or have the capacity to achieve, significantly above average for a student in their year group". Since the change to KS2 grading, schools have worked to define and identify higher attaining students. At Armthorpe Academy and throughout Consilium Trust 'higher attaining' if:

- the student has an average KS2 score of 110 or above;
AND
- if a child scores in the top quintile of Year 7 entry tests across the Trust, in both Maths and English.

Those students considered 'higher attaining' will be flagged on both internal and Trust level data and information management systems.

Talent students are identified across the academy and Trust as 'those students who show, or have the ability to show, an exceptional level of skill compared to their peers, in an area outside the core curriculum, usually in practical and performance subjects'. During regular department time, moderation windows and/or subject networks, subject leads will share work of those pupils who are excelling in their area. Those students considered 'higher attaining' will be flagged on both internal and Trust level data and information management system.

Within the school we recognise that higher attaining students can be:

- high achievers in one area;
- high achievers across the curriculum;
- of high ability but have behavioural problems;
- intellectually playful, imaginative;
- opinionated and hold strong beliefs;
- have a very extensive vocabulary.

3. Identification

Higher attaining students are identified by making a judgement based on an analysis of various sources of information – quantitative and qualitative - including:

- test scores (end of key stage levels; CAT scores; GCSE and AS results and ALIS information, internal tests and annual school examinations);
- teacher nomination (based on classroom observation, discussion with students and departmental colleagues, work scrutiny);
- recommendations from feeder schools.

4. Higher Attaining Provision

Approaches and arrangements for coordinating provision for higher attaining students include:

- it is a whole school priority;
- it has been allocated to a named individual, Deputy Headteacher for Student Progress, to champion the School's response to meeting the needs of higher attaining pupils;
- mentoring of this cohort to include peer mentoring within departments and cross curricula; for students with exceptional ability or extraordinary requirements;
- the development of provision of enrichment activities that stretch the most able within the school;
- recognition, celebration and rewarding of achievement of all students;
- the effective assessment of students' potential and performance;
- networking, standardisation and moderation across the Consilium MAT to support reach those top grades;
- an awareness amongst all staff of their role in the identification of more able students and the need to make their SOWs sufficiently challenging;
- continuing professional development for staff that addresses the implications of more able students for their teaching, their department and for SLT, and develops the teaching and learning that take account of differentiation, enrichment and extension;
- increased access to high quality careers education including the opportunity to visit university campus;
- close liaison by the school with external support agencies and the home.

5. In-class Approaches

Important strategies include:

- the management of student groupings (whether mixed-ability or ability sets);
- the provision of opportunities for higher attaining students to work with others of the same ability;
- the mentoring and additional provision for the higher attaining students;
- the provision of enrichment/extension tasks which develop learning;
- further appropriate differentiation, taking into account preference of learning strategies;
- the development of independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical;
- the provision for the higher attaining students in lesson planning;
- encouraging students to strive to achieve 7-9 scores in all subjects at GCSE.

Use of technology to provide extension work, extra reading etc

6. Enrichment and Extension Activities

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practice and extend their skills further: These are manifold, subject to change, respond to new directives and are therefore under constant review, yet the following should be, in some form, constant:

- AQA EPQ taught to the school's most able Year 10/11 students from 2021 to embed the process of research and essay writing;
- encouragement of students to enter local and national events and competitions;
- the development of Sports Leaders to be integrated into the school from 2020 onwards;
- summer schools/residential courses;
- reading groups that increase access to canonical text;
- departmental higher attainment activities;
- Brilliant Club.

However, every Faculty is asked to offer at least one additional experience for students solely on the register to encourage further development. These activities will be reviewed after they have taken place and modified for the following year if necessary. Parent/Carers will also be given the opportunity to request any support for their child they feel is necessary.

7. Parent/Carers

The parent/Carer of every student on the higher attaining record will be informed of their child's inclusion and that:

- provision for higher attaining students is high on the Academy's agenda
- faculties will develop strategies to teach the higher attaining students
- their son/daughter will be asked to participate in activities aimed at the higher attaining students
- parent/carers will therefore be kept informed of the activities that are taking place in the academy and be able to keep track of their child's participation
- in some cases, it might be necessary to inform parent/carers that their child is a gifted underachiever or that he/she is being monitored to develop good study practices.

8. Responsibilities

Deputy Headteacher for Student Progress

- the management of student groupings (whether mixed-ability or ability sets);
- the provision To prepare, from department data, a register of the top 5-10% of each cohort year;
- to categorise this information in a way agreed with the SLT and to communicate back to faculty leads;
- to monitor the provision and progress made by this cohort on an annual basis;
- to consider the list of identified students on an annual basis;
- to access training for self and staff and ensure the professional development programme includes relevant aspects of gifted and talented provision;
- to liaise with SLT;
- to ensure the policy is implemented;
- oversee and in some cases provide enrichment and extension activities;
- generate enthusiasm for higher attaining students in the school.

Heads of Department

- to identify students who meet the criteria of their subject;
- to pass these names onto the Deputy Headteacher for Student Progress;
- to provide SoWs that contain enrichment/extension material for identified students;
- to ensure their department know who has been identified as more able;
- to ensure the enrichment/extension material is used by subject teachers.

This policy is reviewed on an annual basis by the Assistant Headteacher for Quality in Education in conjunction with SLT and the named governor for higher attaining **students**.