



Talavera Junior School
Greater Depth Standard-Attaining Children

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Talavera Junior School **Greater Depth Standard-Attaining Children**

At Talavera Junior School, we are committed to providing equal opportunities and are passionate about ensuring that each child has the opportunity to reach their full potential. We view our pupils as unique individuals and aim to provide teaching and learning opportunities that inspire, support and challenge every child within our care. Within our school, we also acknowledge that there are a number of pupils who have the potential to significantly exceed age-related expectations: we are proud of our responsibility to provide an education that also meets the needs of these children and enables them to excel. This policy will outline our intentions for higher-attaining children academically. In addition, we are committed to the wider provision to enrich these children's lives, including (but not limited to) cultural capital, awareness of community action and careers open to them.

Definition of Higher Attaining Pupils:

As a school, we follow the guidance of the National Association of Able Children in Education (NACE):

- The education of more able learners is a whole-school endeavour which should be embraced by school leaders at all levels.
- Addressing the needs of more able learners can raise achievement for a much wider group of learners in a school by increasing challenge for all.
- Providing for more able learners is about creating a curriculum which gives opportunities for all children to flourish.
- Considering the needs of more able disadvantaged learners is crucial to ensuring an inclusive and fair curriculum.
- Ability can be revealed across a range of specific domains, or more generally, and not only in traditional academic subjects.
- An ethos and culture of high expectations and aspirations is integral to any school providing for more able learners.
- Teachers are central to providing challenging and enriching education, and their professional development is paramount.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

The DfE and Ofsted define the more able in terms of those whose progress and attainment significantly exceed age-related expectations. However, NACE looks beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment.

-NACE, 2023

At Talavera Junior, we view our higher-attaining children as those who are able to master fundamental concepts within a subject and have the ability to apply the knowledge and skills that they have required to a wide variety of contexts, often beyond that of their peers. As a school, we are aware that children possess skills within different areas and therefore may recognise children as 'higher-attaining' in one curriculum area or that of many.

We understand that some children may be exceptional learners. For us, that means that children are working at a level in one or more subject which vastly exceeds the attainment level expected of them or their peers. This group of children are distinct from higher-attaining children.

Aims:

- Our school vision and culture are ones of aspiration: all children are celebrated and all are challenged to reach their full potential.
- All staff in the school are able to identify, stretch, support and challenge those pupils working at Greater Depth Standard, or those with the potential to be
- The GDS Co-ordinator identifies pupils who were high-attaining in reading, writing and/ or maths at KS1 and track their progress across the school. We are also aware that some children exceed later in their schooling and continually monitor our children to ensure that other children who are displaying more able attributes are identified. As a turbulent school, it is vital that we continue to monitor the children's progress especially between each year group.
- All staff understand that attainment can be fluid and that we must make effective use of assessment for learning to ensure that we are responding to this.
- The school offers a varied and stimulating curriculum that provides opportunities for higher-attaining pupils to fulfil their full potential. This includes the wider curriculum as well as academically and may support their leadership skills or their contribution to the community.
- All staff recognise that children from all groups in the school (including SEND and EAL) are capable of being higher attainers irrespective of their first language or learning difficulties. Where children have a particular vulnerability to attainment, this will be monitored closely.
- The school offers additional experiences which further develop their skills, for example through the celebration of high-quality cultural capital or exposure to potential careers.
- Year leaders and teachers ensure that planning and provision is appropriate and differentiated to meet the full range of abilities of these pupils across all aspects of the curriculum
- Year leaders and teachers monitor the progress of higher-attaining children to ensure accelerated progress is maintained. This monitoring is checked by the GDS Co-ordinator to establish trends across and within year groups.
- Staff provide focused and immediate intervention for pupils who are potentially very able but are vulnerable to underachievement.
- Exceptional learners are challenged rigorously, providing depth and context rather than through simple acceleration through curricula

Identification and Monitoring:

- Children are identified from their KS1 data or previous year's assessment; however, this is not our only measure of identification.
- Class teachers are encouraged to discuss children who they believe are displaying high-attaining attributes. They may work with subject leaders to assess whether a child is working beyond each related expectation within a specific curriculum area. These children will be targeted and provided with challenge in the classroom setting.

- Children identified as high attainers at KS1, during their time at Talavera and in their current classroom will be monitored by subject leaders, year leaders and the GDS Co-ordinator.
- All year groups monitor the progress of their high-attaining children as one of the vulnerable groups within the cohort report. This is completed at the end of each assessment phase and will form a key part of pupil progress meetings.
- The GDS Co-ordinator will monitor the work and progress of children identified as high-attaining at the end of each assessment phase within the core subjects. Notes and advice will be provided for teachers and vulnerable children will be identified and tracked.
- Subject leaders will provide guidance on assessment for higher-attaining pupils and will track children who have been identified as higher attaining within their chosen subject. This will be shadowed by the GDS Co-ordinator.
- The GDS Co-ordinator and subject leaders make effective use of identified subject experts who share their knowledge and skills freely to ensure the best provision for all.
- Note: PSHE is not an assessed subject at Talavera Junior School but this does not preclude teachers from identifying children who have a particular skill in this subject.

Provision within the school and beyond:

- Lessons are planned carefully to meet the learning needs of all of our children. We give children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. This is identified on the teacher's planning/ flipcharts.
- Challenge group stickers will be frequently used -in all lessons and planning- to identify where extra challenge has been provided.
- Children can be grouped within 'classes' for mathematics and English as appropriate - this could be for part of a week or a topic. However, all staff understand that these groupings are fluid.
- Small teams of children are chosen to take part in cluster events or competitions. The children selected will vary depending on the event.
- We hold internal events, workshops and competitions to raise the profile of high-attaining pupils and celebrate their work and achievements with the whole school, for example through our newsletter, through assemblies or through our Facebook page. These will not simply focus on academic attainment. To ensure these are high quality, we invite subject experts in from a wide range of external institutions.
- The GDS Co-ordinator will continue to attend Hampshire-led courses where appropriate and all subject leaders will be supported in the development of their knowledge and skills.
- Intervention groups, focused teaching or 1:1 sessions are put in place for those children not achieving their full potential or who require further challenge, including exceptional learners.
- Subject leaders will continue to monitor assessments within their subjects and will discuss provision for the most able children within their subject area.
- Children who have been identified as having a particular talent in music or sport, will be offered opportunities to extend their musical knowledge through learning instruments or to compete as part of the school sports team.
- Teachers make sure that children are aware of the substantive and disciplinary knowledge and skills that they are learning. Teachers use metacognition

techniques to encourage higher-attaining children to reflect on their learning, to consolidate their understanding and to make further progress.

Support for staff:

- At least 1 staff meeting per term will be held to discuss higher-attaining pupils and provide further support/ updates. Higher achieving support will also be integrated into subject-related staff meetings.
- Ideas received at training courses will regularly be fed back to all staff within the school.
- Workshops will be provided for teachers with the GDS Co-ordinator to provide assessment and planning support.
- Team teaching will be available for teachers who require further support on how to stretch/ challenge the most able pupils.
- Staff will make effective use of subject leader experts to ensure quality of provision.
- Subject leaders will provide centrally-available resources and models for assessment of their subjects.

Parent/ guardian involvement:

- Parents will not be made aware if their child is on the Higher Attainers register as progress can fluctuate throughout the child's schooling; however, they will regularly be informed of their child's progress and attainment at parents' evening. Teachers will inform parents if their child is or has the potential to exceed age-related expectations and the provision that has been put in place for this child. Open communication is our priority and parents will be informed if children are not working to their full potential.
- Exceptional learners will be supported with an Individual Challenge Plan in order to target their areas of development.
- Annual reports will outline the child's level of attainment and teachers will comment on the progress that has been made. Achievements will be outlined and next steps will be identified.
- Parents will be contacted if their child is vulnerable to underachievement and plans will be put in place to ensure that obstacles are overcome and their progress is maintained.
- Parents with particular expertise may be invited to workshops or assemblies in which they can share their knowledge and skills with children, providing inspiration to all.