



## Cornerstone Church of England (VA) Primary School



*Building our Community  
with Love, Forgiveness and Hope*

### HIGHER ATTAINERS' POLICY

<b>Reviewed by</b>	School Improvement Committee	<b>Authorised by</b>	School Improvement Committee
<b>Last Review</b>	Autumn 2020	<b>Date</b>	03/12/2020
<b>Next Review</b>	Autumn 2022	<b>Review Cycle</b>	Bi-Annually

#### Statement of principles

All pupils at Cornerstone CE Primary School are entitled to a structured, progressive and challenging curriculum that is suited to their needs and aspirations. Providing enriching and deepening learning opportunities for all pupils is important; this will include specific enrichment provision for the higher attaining pupils. The development of provision for these pupils will improve provision for all pupils

These statements are rooted in our school values of **Love, Forgiveness** and **Hope**. The **Love** we have for all pupils is shown in the care and thought with which learning experiences are planned and undertaken. We show **Forgiveness** in our understanding that mistakes are part of learning, and **Hope** enables us to remain open minded about the pupils' attainment and future growth as learners.

#### Aims

We aim to:

- Recognise, support and celebrate the abilities, personal qualities and talents of all pupils
- Recognise that all pupils can attain highly in different aspects of the curriculum
- Promote a sense of enjoyment and engagement in learning, a culture of high expectations for all pupils and a positive 'Growth Mindset' approach towards challenge
- Provide challenge for all, including the higher attainers, employing a range of teaching methods which encourage pupils to take increasingly greater responsibility for their own learning
- Ensure that all teachers share responsibility for the monitoring and assessment of all pupils, including the higher attainers
- Recognise under-achievement and seek to remove any barriers to learning

- Provide opportunities for all pupils to develop their strengths through curriculum enrichment and open-ended enrichment learning opportunities
- Work in partnership with parents to maximise the opportunities for pupils to continually grow and flourish

### **Definitions**

Generally the focus is on the core subjects of English and Maths, however we are committed to recognising and nurturing talents in all aspects of learning. Although the title “Higher Attainers” may suggest a fixed status, we strongly believe that higher attainment in a specific aspect of learning could be achieved by any pupil.

The school defines Higher Attainers as those pupils who are exceeding national expectations and are ‘Deeper Learners’. They are learners who can apply their mastery of the national expectations accurately, fluently, flexibly and effectively in a range of contexts. They are also able to independently evaluate the use of their mastery and create new learning and links to their current understanding.

### **Higher Attainers list**

A list of Higher Attainers is reviewed and maintained by staff each academic year, and is used by teachers and the headteacher to ensure sufficiently challenging targets for attainment and progress are set and worked towards.

### **Identification**

A range of information is used to support identification of higher attaining pupils. This may include

- On-going teacher assessment
- Classroom observations and pupil conferences
- Work scrutiny
- Tests
- Core Subject Assessment Journeys
- Foundation Assessment Journeys
- Discussions with pupils, their parents and external colleagues
- Performance in extra-curricular and out of school activities

Identification is generally made by class teachers through discussion with colleagues, and after the staff list has been created it will be reviewed at the second and fourth Pupil Achievement Meetings (February and July) for Core Subjects and at the fourth Pupil Achievement Meeting (July) for Foundation Subjects. Pupils entering the school during the academic year may be placed on the staff list mid-year if teacher assessment supports this.

Pupils may move on and off the staff list during Key Stage 1; relative high attainment against peers can be due to the age of the child or advantages in terms of early support from home.

However, those pupils identified as working at greater depth than the national expectations at the end of Year 2 will stay on the staff list until they leave the school. If their current levels of attainment drop below the school’s expectations, then the

Headteacher will work with the class teacher to look at reasons for this relative drop and to ensure that appropriate progress is made by the pupil across Key Stage 2.

### **Provision for Higher Attainers**

The 'Mastery / Enrichment' approach to teaching and learning ensures that those pupils who have mastered aspects of the curriculum are challenged through greater depth and application of their learning and understanding. At times these enrichment activities will take place in specifically targeted groups, but may on specific occasions include individualised provision. These may include for example: specific extra-curricular provision and additional enrichment opportunities such as trips, competitions and 'master classes'.

Higher Attaining pupils who are recipient of Pupil Premium funding, will have additional provision funding from this source as appropriate.

### **The role of staff / governors**

**Teachers** are responsible for the day-to-day teaching, learning and assessment of Higher Attainers, for reporting to parents and for the on-going tracking of progress. There will be opportunities for staff training in teaching methods to benefit Higher Attainers.

**The Headteacher** will ensure that discussions regarding the progress of Higher Attainers are held regularly as part of the whole school Pupil Achievement Meetings. Provision for Higher Attainers will be monitored through the school's annual monitoring programme.

The **School Improvement Committee** are accountable for the overall policy and provision for Higher Attainers. Through their monitoring programme, they will seek information to enable them to challenge and support the school's provision.

### **The role of pupils**

At Cornerstone, all pupils are encouraged to be actively involved and empowered partners in the learning process. Involvement of pupils may include

- Self-assessment – understanding their own next steps for learning
- Peer-assessment – helping others to improve their work
- Working with the teacher to set their own targets
- Evaluation of themselves as learners
- Opportunities for them to pose and answer their own questions, to make choices in their learning and to record work in their own way
- Selecting the appropriate challenge level of work from several tasks

### **Partnership with parents**

The school recognises the importance that parents have in their child's learning and personal growth. The school aims to work in close partnership with parents. This will include

- Informing parents about attainment, progress and next steps for learning.
- Providing advice to parents regarding further possible support of pupils outside of school.