

THE ROCHE SCHOOL
High Attaining Children Policy
(with Aim Higher Register)

Formerly known as the Gifted and Talented Policy

This policy which applies to the whole school is saved on the school shared system and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	School Shared System (Public copy provided on request)
Date Published	October 2024
Authorised by (if required)	SLT team
Review/Update Date	October 2025
Responsible Area	Jonny Gilbert

Rationale

Our school aims state that we:

- welcome children with a wide range of educational requirements;
- enable our children to develop self- assurance, to involve themselves in higher level thinking and dialogue, to learn actively through questioning and reflection and to stretch the current boundaries of their ability;
- relish the mixture of different intellects and recognise that intellectual development does not rely on or apply only to purely academic outcomes or progress;
- we are committed to working for quality and equality of opportunity.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

Definitions

Within the school, we recognise that the term 'gifted and talented' can be misleading and that:

- Ability and potential are not fixed

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- Current attainment can be specific in certain disciplines
- Talent and ability can be grown through effort, Quality First Teaching and repeated practice
- The term 'currently high attainers' reflects this understanding more than gifted and talented
- The school has trained staff in an understanding of the impact of fixed and growth mindsets and pupils understanding of their potential

Identification

Currently high attaining pupils are identified by making a judgement based on an analysis of various sources of information including:

- Summative assessment outcomes
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Reading ages

Children are identified as suitable for the Aim Higher register, if they present with the following:

- An particular proficiency in one or more areas of the curriculum, as teacher assessed by Class, Specialist or sets teachers against the Expected Standard
- If in Maths or English comprehension, an Age Standardised Score of >141
- If in English writing, a score of >2 sub levels beyond the Expected Standard
- Sophisticated learning behaviours, such as: the ability to see and work within context, ease of understanding abstract ideas and the ability to quickly learn new concepts and use them in new ways. (Skoldvall 2012)

This information is collated by the Director of Studies and is made available to all staff. The Aim Higher register is regularly reviewed and updated (please see below).

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets)
- The provision of opportunities for currently high achieving pupils to work with pupils of similar ability
- The provision of opportunities for currently high achieving pupils to work with pupils with a range of abilities, adopting a range of roles
- Mentoring and additional provision for pupils of current ability, significantly beyond the Expected Standard
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical
- The encouragement and development of mature and sophisticated learning behaviours alongside current ability, significantly beyond the Expected Standard

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Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- School clubs
- Musical and sporting activities
- On a non-regular basis, enrichment activity days such as Battle of the Books, robotics workshops and the Borough Maths 24 competition offer opportunities to challenge currently high achievers

Co-ordination and monitoring

The Director of Studies has overall responsibility for

- ensuring that the policy is implemented;
- co-ordinating the monitoring of progress (liaising with the Assessment Coordinator);
- ensuring that the professional development programme includes relevant aspects of provision for high achievers

The Roche School is committed to safeguarding and protection of all children from various kinds of harm.

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Appendix One: Aim Higher Register 2021-2022

NB: The Aim Higher Register contains a list of children working significantly above the Expected Standard in one or more areas of the curriculum. This is a working document and is subject to change. The format of future registers is subject to change. The below version is anonymised.

Yr	Maths	English	Focus	Comments	Provision and Activities
6		>6W	Writing	Writing is highly original, mature and well-controlled, despite significant technical inaccuracies.	Additional writing challenges set in class, challenging book recommendations Extra art challenges
6			Art		
6	141>	140>	Reading and Writing	He has a very good understanding of what he reads and reads both fiction and non-fiction texts. High attaining in Maths in all areas Excellent observational drawing	Reading specialist choosing appropriately challenging books. Differentiated extension activities provided in high attaining sets in Maths and English. High attainers set maths, extension work given and differentiation. Extra art challenges. Requested to come to art clubs
6	141>		Maths	An all-rounder with sports, very confident and committed, can read the game and make accurate predictions and react to them.	High attainment in gymnastics in and out of school.
6			Art & Sport		
6			Art	Very good design concepts	Extra art challenges and attending art clubs
6			Art		Extra art challenges
6			Art	Very good imagination and drawing skills	Extra art challenges
6			Art		Attending extra art clubs
6			Reading		'Scholarship' reading group with Mrs Adams
6			NVR		Top set and booster with specialist teacher 'Scholarship' reading group with Mrs Adams
6			Reading		Top set and booster with specialist teacher 'Scholarship' reading group with Mrs Adams
6			Reading		Top set and booster with specialist teacher
6			Art		Extra art challenges

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6		Art		Extra art challenges
		Maths		Differentiated challenges in class
6	141>	NVR		Requested to come to art clubs
		Art	Very good observational drawing and imagination	
6		VR		Extra folder with Reading Comprehension, Spellings and Creative writing
				Reading books and comics from the French Library
				Additional Extension Tasks in class activities
6		French	Native French Speaker	Visuals and translations given to access Maths beyond language barrier.
				Higher attaining set.
5		Maths	EAL	Additional challenges and extension tasks.
		Maths		Higher attaining sets
		English		Squad training for netball with the year 6 squad
5		Sport Netball	Great creative writer – wide reader	
5		Reading	Reading - a wide range of texts	Higher attaining reading set
5		Reading		
5		Sport - football	Scholarship	Football squad, football afterschool training.
5		Maths	Methodical all rounder	Extension tasks, mastery higher order thinking tasks
5		Maths	Excellent problem solving skills	Extension tasks, mastery higher order thinking tasks
				Extra folder with Reading Comprehension, Spellings and Creative writing
5		French	Native French speaker	Start Reading books and comics from the French Library
				Extra folder with Reading Comprehension, Spellings and Creative writing
5		French	Was in a French school in Switzerland	

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				Reading books and comics from the French Library
				Additional Extension Tasks in class activities
				Extra folder with Reading Comprehension, Spellings and Creative writing
				Reading books and comics from the French Library
5		French	Native French Speaker Very capable all rounder.	Additional Extension Tasks in class activities
			Also able in Maths with extension work provided. Fluent in speaking and reasoning in Maths and across all other subject areas.	Open-ended writing encouraged to use ambitious vocabulary.
4	4E writing	Maths, English	Art is also excellent -drawings are really detailed and confident. Very able in Maths with extension work provided. Tackles enrichment tasks confidently on her own, although as a very shy character she can struggle to confidently discuss her reasoning with other children.	Differentiated challenge in Maths - encouraged to challenge himself as he will choose tasks he is confident of succeeding in Differentiated challenge in Maths – enrich tasks. Jonny is going to see if Dr Alex has space on his timetable for an additional Maths enrichment group.
4		Maths		Extra folder with Reading Comprehension, Spellings and Creative writing
				Start Reading books and comics from the French Library
4		French	Native French speaker	Additional Extension Tasks in class activities Extra folder with spelling and reading comprehension Start creative writing tasks
3		French	Native French speaker	Additional Extension Tasks in class activities
3		Maths	Able in calculations and arithmetic.	Extension through questioning on reasoning and problem solving.
3		Maths, English	Very able verbally and in written.	Settings, grouping, challenge and extension where necessary.
3		Art		Extra art challenges
3		Art		Extra art challenges

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2	English	Orally very capable and imaginative – he has excellent recall of conversations and makes insightful contributions in class discussions.	Extension tasks and challenges given to him in English
2	English – creative writing	Imaginative and creative for her age group. She uses some descriptive language and has independence in her ideas.	Extension work given to her in class.
1	Reading, Maths		Maths sessions adapted to suit his learning needs so he is challenged. He is reading at a very high level.
1	Reading, Maths		Maths sessions adapted to suit his learning needs so he is challenged. He can access year two maths. He is reading at a very high level.

Appendix Two: Enrichment Provision

Please note, enrichment provision was limited during the 2020-2021 and 2021-2022 academic years, due to the Covid-19 pandemic

The below lists have been anonymised

2019-2020

Activity	Location	Date	Participants
Year 5 Maths enrichment afternoon	Radnor House School	15/10/19	Year 5 - selected children
Year 4 Writing enrichment workshop	Our Lady Queen of Peace School, Putney	19/11/19	Year 5 - selected children
KS1 Year 2 24 Maths Challenge Borough Competition	Burntwood Lane Teacher centre	5/2/20	Year 2 - selected children
King's Maths Challenge	King's College		Year 5 - selected children
Munga Debating Competition	Various locations in borough	Dates in May and June	Year 5 classes , children to be selected for the final debate
Battle of the Books	The Roche School	14/6/17	Year 4 - selected children

2018-2019

Activity	Location	Date	Participants
KS1 Year 2 24 Maths Challenge Borough Competition	Burntwood Lane Teacher centre	10/2/19	Year 2 - selected children
King's Maths Challenge	King's College	15/02/19	Year 5 - selected children
Able Maths Challenge Year 4	Heathmere School	23/2/19	Year 4 - selected children
Munga Debating Competition	Various locations in borough	Dates in May and June	Year 5 classes , children to be selected for the final debate
Battle of the Books	The Roche School	14/6/17	Year 4 - selected children

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