

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 2025
Authorised by (if required)	SLT team
Review/Update Date	October 2027
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

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

- 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