

Ewanrigg Junior School Procedure for Higher Attainers.

At Ewanrigg Junior School we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our definition of gifted and talented recognises academic performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

The school aims to:

- To support teachers in identifying and monitoring a child's needs at the earliest possible stage
- To involve parents at an early stage and promote parental involvement and partnership in pupils' learning.
- Use a range of identification and assessment procedures for higher attainers
- Provide access to a suitably differentiated and challenging curriculum.
- Have an emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish.
- Foster a culture of achievement by creating a climate of learning and excellence throughout the school.
- To provide professional development opportunities for teachers and other appropriate personnel.
- Raise pupils' levels of achievement.
- Develop appropriate teaching and learning programmes.
- Keep records that follow the child through school which are clear, factual, up-to-date and reliable.
- Recognise and address under-achievement.
- To provide a supportive social, emotional, pastoral and educational environment for all pupils.

Definition.

Higher attaining pupils can be:

- Good all-rounders
- Pupils who are performing academically above their expected level.
- Pupils who are particularly talented in art, music, drama and related subjects.
- Pupils who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.

Identification

- Analysis of information.
- Teacher observation in a range of learning contexts, both in and out of the classroom.
- Discussion of pupils with colleagues.
- Discussion with the child.
- Consultation with the parents/guardians.
- Ongoing assessment using open/ differentiated tasks.
- Careful record keeping and pupil tracking.
- Collation of evidence(i.e. individual pupils' work)
- Analysis of SAT scores.

Provision

- Create an ethos where 'it is OK to be bright' and for all to 'Be all you can be'
- Encourage all pupils to become independent learners.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and achievement.
- Use a variety of whole school opportunities including:
 - Special activities
 - Involving pupils in working in a range of settings and combinations
 - Giving pupils opportunities to serve on various working groups
 - Educational visits
 - Visitors to school
 - Competitions
 - Recognising achievement
 - Acceleration

Monitoring

The Leader will also maintain documentation of pupils' progress and achievements, which will be updated regularly.

The school's success in meeting the needs of higher achieving pupils is evaluated using:

1. Records of individual pupil progress
2. Value-added information
3. Pupils' comments
4. Parents' comments
5. Feedback from subject departments and class teachers
6. OFSTED inspection reports