

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



# Sherborne House

*Enquiring Minds, Extraordinary Stories.*

## **Policy for Provision for High Achieving Pupils**

This policy applies to all pupils in the school, including EYFS

Created	<b>1st September 2019</b>
Revised	<b>1st September 2023</b>
Date for revision	<b>July 2024</b>

*The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.*

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## **School Setting**

Sherborne House School is a co-educational non selective independent Preparatory School from pupils of the age of 3 to 11 years.

For the remainder of this policy, pupils identified as High Achievers, will be referred to as 'More Able'

## **Beliefs and Values about Most Able Children**

At Sherborne House School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

## **Aims**

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

## **Objectives**To identify and provide for More Able Pupils

- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

## Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level at least 3-4 terms ahead of National Expectations.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

## Identification

A high achiever register provides a basis for provision for most able pupils OR Pupils who have been identified as most able, are included on the SEND register.

The following list indicates that Sherborne House School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Test results and other assessments
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school

### In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

## Whole School Approach to High Achievers Support

Sherborne House School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

## **Analysis of Needs**

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Sherborne House School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

## **Raising a Concern**

**Assess:** The class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs

- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCo /G&T Co ordinator will support the main class/subject teacher in the further assessment of the pupil's particular strengths and advising on the implementation of support
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed yearly; the impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents

## **Monitoring and Evaluation and Success**

The S.M.T, the SENCo and teaching staff (and the Curriculum Co-ordinator for High Achievers provision if separate) will review this policy bi-annually and will evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils
- noting how well most able pupils have access to the whole curriculum of the school
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

## **Supporting Pupils and Families**

At all stages of this process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress. A record is kept of any communication with

parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality (see management of records).

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

## **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's More Able provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the Bellevue SENCo network meetings in order to keep up to date with local and national updates in More Able provision.

## **Responsibilities**

Responsibilities include:

- compiling and managing the High Achievers register
- overseeing the day-to-day operation of the school's High Achiever policy
- co-ordinating provision for more able pupils
- overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- advising / liaising / managing the deployment of L.S.A.s
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.M.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

## **Storage and Management of Information**

The school will continue to record the steps taken to meet the needs of individual pupils. The SENCo (or G&T Co-ordinator) is responsible for ensuring that records are kept and are available when needed.

All staff members have access to individual information via the school system.

## **Reviewing the Policy**

It will be reviewed in the Summer term of 2023.

## **Accessibility**

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Sherborne House School School, pupils are set by ability in maths in upper prep. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

## **Development of Thinking Skills**

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in everyday lessons. The following higher order thinking skills are acknowledged at Sherborne House School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing

## **Support Services and External Providers**

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics

- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Sherborne House School, support services have included: educational psychologists, specialists from local secondary schools/colleges, parents with specialist knowledge

### **Extra Curricular Activity**

Sherborne House School School offers a variety of extra curricular activities that provide opportunities for More Able Pupils to develop specific skills.

### **Procedures for Resolving Complaints about Provision for More Able Pupils**

This follows the school complaints procedure.