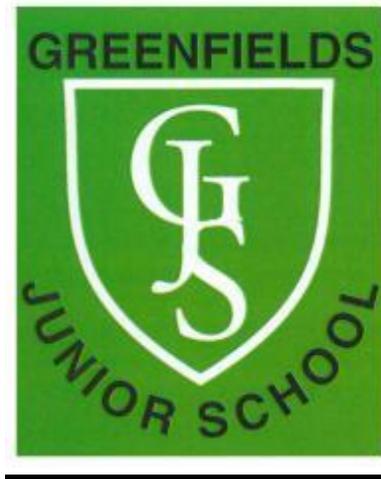


Greenfields Junior School



More Able/High Attainers Policy

Reviewed	May 2012
Reviewed	May 2013
Reviewed	September 2014
Updated and Reviewed	September 2015
Next Review	September 2016

Annual - from 2012

GREENFIELDS JUNIOR SCHOOL

More Able/High Attainers Policy

At Greenfields Junior School we believe in the development of the child as a whole. We feel that every child should be encouraged to reach their full potential through a range of experiences. We aim to provide a supportive and nurturing environment in which the abilities and talents of each child are recognised, valued and celebrated. We have high expectations; high quality teaching in the classroom provides every child with rich learning experiences.

Definition

We define children who are more able/high attainers, as children who are working at, or have the potential to work at a higher level than most children of the same age in one or more areas of the curriculum.

Approach and Provision

We believe that provision for more able children should be integral to the teaching in class and not a bolt-on. At Greenfields the teachers plan provision for experiences that broaden and deepen skills and understanding.

Strategies which are used to provide more able/high attainers with challenge and breadth of curriculum include:

- Differentiation
- Setting and reviewing targets with the child and family
- Work Shops in year 6
- Short withdrawal programmes with a clear rationale to meet needs when appropriate
- Providing opportunities to develop independent learning and organisational skills, through making choices about their work and expanding investigational skills.
- Encouraging participation in extra-curricular activities.

Identification

At Greenfields we use the following methods:

- Teacher assessment
- Progress data
- Key Stage 1 data
- Information about out of school activities

Monitoring and Tracking

- The class teacher records and tracks the children's development and progress through Assessment for Learning, test data and Pupil Progress Meetings.
- The Inclusion manager and the Assessment Manager track and monitor the progress of the more able/high attainers at Greenfields
- The Inclusion manager liaises with outside agencies, when there is a need. The school liaises at the point of transfer between schools at Key Stage 1 and Key Stage 3
- We are aware that the social and emotional needs of the more able/high attainers may develop at a different rate from their peers; we monitor the children's needs and the appropriate support is provided