

LUTTERWORTH HIGH SCHOOL



HIGHER ATTAINERS POLICY

Reviewed: By the Achievement and Attainment Committee

Adopted: By the Governing Body 6th October 2020

Signed: Chair of Governors: Janet Jones

Date: 6th October 2020

Signed: Head Teacher: Julian Kirby

Date: 6th October 2020

Review Date 09/2021

Gifted and Talented (Higher Attaining) Policy

At Lutterworth High School we aim to ensure that all students are challenged and excited by their learning and that they understand how individual challenge can move them forward in their learning.

In order for this to happen we need to identify students who have a particular skill or talent in any curriculum area.

This identification will allow us to:

- Plan lessons appropriately to the abilities of the students.
- Organise Co-curricular activities to further motivate these students.
- Encourage these students to think "beyond the box".
- Encourage students to take pride in these abilities and at best be prepared to share it.
- Acknowledge out of school activities where appropriate to school experience.
- Plan specific activities with more challenge to improve the learning experience.

Identification

- The assessment policy outlines how data and tracking identifies and monitors students' achievements.
- Teachers will have very clear views about those students who display specific talents or who they believe would display them if appropriately challenged.
- There may be times when other agencies pass on information which suggests ability not previously identified, e.g. Educational Psychologist, Parents etc.
- A register will be compiled annually by December.

What we can do to motivate our higher attaining students

Much of what we offer at Lutterworth High School provides ample opportunity for students to explore new and different ways of learning e.g.

- Co-curricular activities
- Careers Education
- Competitions and national events
- Activity Week
- Enrichment
- Debating Society
- Links with Oxford and Cambridge University
- Brilliant Club Course
- Aspirational Trips

As teachers we need to be specifically aware of those students who we have identified and aim:

- To provide and take opportunities as teachers to develop practice through CPD
- To provide challenging extension tasks which are not simply practice of skills to be repeated.
- To be prepared to be flexible if the main task allocated to the class is too easy.
- To allow plenty of opportunity for these students to practise higher order thinking skills (Ignite.)
- To be prepared to group students according to their skills to allow group work.
- To encourage perseverance whether in questioning e.g. "dig a bit deeper..." or in tangible outcomes e.g. quality of research.
- To involve if appropriate, parents, other staff, the wider community.
- To provide exciting one-off opportunities which allow students to meet others from neighbouring schools, cross phase etc.

Monitor

The progress of higher attaining students is monitored by the TLR holder for higher attaining students, curriculum leaders, SLT and governors. Interventions are specifically targeted at supporting higher attaining students when needed. In addition, progress is monitored through:

- Department meetings
- Quality assurance cycle
- Progress meetings (HODS/ PL/ SLT)
- Through lesson observation
- Work sampling
- Student surveys
- Governors

Evaluation

- Results
- Parents' Evening
- Attitude Survey
- Teacher Response
- Governor Focus Visit

Examples of Policy in Practice

- Excellence group – working party
- Groupings, e.g. Science
- Maths Challenges
- Sports Teams
- Orchestra/Groups
- Performances – in school and out of school

- Women in Science
- Brilliant Club
- LSL Debating Society
-

Resources currently available in the library for CPD

- Ignite – LHS raising challenge in the classroom
- Teachers' Tool Kit
- Effective Resources for Able and Talented Children
- More Effective Resources for Able and Talented Children
- Access to additional resources in the staff library
- LHS Guide to Providing Challenge in the Classroom