



Rowley Park
Primary Academy

Higher Achievers Policy

Aims

At Rowley Park Academy (RPA) we aim for higher achieving pupils to fulfil their potential through the provision of a suitably differentiated NICER Curriculum (Now, Independence, Creativity, Enterprise, Regional). Aims which apply to all pupils and situations, but particularly to higher achieving pupils include:

- encouraging children to assume greater responsibility for their own learning;
- encouraging a greater degree of independent learning;
- teaching thinking skills - including Learning Power Tools, Thinking Hats and CoRT1 Thinking Skills;
- promoting a mastery approach across the curriculum;
- providing motivation through an ethos of enrichment;
- creating an awareness among teaching staff that particular attention must be given to meet the needs of high achieving pupils; and
- providing guidance regarding the identification of high achieving pupils through robust pupil progress meetings, with information that can easily be passed on to new teachers.

Identification

Pupils who will be identified as high achieving at RPA will be those pupils who achieve particularly well over most of the curriculum, or in a particular subject or group of subjects.

Characteristics which high achieving pupils might display include:

- receptiveness and adaptability to change;
- ingenuity and resourcefulness in problem solving;
- creative thinking;
- well-developed meta-cognitive skills; and
- the ability to think abstractly.

Provision

At RPA we employ The NICER Curriculum, a primary school framework for challenge-based learning. Through The NICER Curriculum we aim to empower children and teachers to design innovative ideas that will capture young people's imaginations and offer them their invitation to take part – but more importantly – to own their challenges. Every part of learning helps children 'Let RIP' so that their learning is Real, Immersive and Purposeful, and is designed to help children be the leaders of their own futures.

There are a number of key principles that underpin the NICER framework, those which are particularly relevant to provision for higher achieving pupils are:

- Lesson sequences are not set in stone and that the direction of travel is determined by continual assessment, feedback and the needs and interests of the children.
- Pupils need to be taught to be critical and reflective learners, able to think independently and have access to a number of tools and strategies that help them do so. They need to be able to speak 'Learnish'.
- Teachers and support staff need to take on a coaching role to facilitate learning – they become the 'guide by the side' and not the 'sage on the stage.'

High achieving pupils will be consulted about the provision which has been made for them, and their views will impact the development of this provision.

Partnership with Parents

At RPA we aim to work in partnership with the parents and carers of all of our pupils. Liaison between parents/carers and teachers is encouraged through regular parents' evenings, parent forums, workshops, assemblies which incorporate the celebration of achievements from outside of school, and through collaborative NICER Curriculum Home Learning Challenges.

Assessment

Pupils who will be identified as high achieving at RPA will be those pupils who achieve particularly well over most of the curriculum, or in a particular subject or group of subjects. These pupils will be identified through the assessment procedures used with all children at RPA - teacher assessment will enable early identification of high achieving pupils. For more information on assessment at RPA please see 'How We Assess'

<http://rowleyparkacademy.org.uk/wp-content/uploads/2017/02/How-we-assess.pdf>.

We also aim to develop pupils' self evaluation skills. This is particularly relevant for higher achievers who are capable of establishing realistic expectations of their own performance and of setting goals for further development. At RPA children are provided with opportunities to critique their learning supported by a variety of tools including:

- thinking hats;
- thinking frames;
- The Pit;
- The Shed;
- dialogue marking; and
- meta-learning journals.

Record Keeping

A register of higher achieving pupils is kept in school. Higher achieving pupils will be highlighted on assessment records (RAGS for reading, writing and maths), and through teacher assessment in other areas (such as art, music, sport). Evidence of provision for higher achieving pupils will be seen in planning folders.

Summary of Strategies Used to Challenge Higher Achievers at RPA:

Exceeding / Greater Depth descriptors

Homework challenge packs

Represent answer in different ways

Be the teacher

Thinking tools

Use of TA

In the pit

Problem solving

Peer assess
Self assess

Super challenge

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Mastery challenges
eg maths NCEM / enrich

Nandos
flavours

Thinking frames

Questioning - higher order
- synthesis, evaluating

Talking postcards

E-how videos

Correct incorrect methods

Marking and feedback
- dialogue marking