

Ryarsh Primary School

Higher and Exceptional Achievers Policy

Rationale and Aims

At Ryarsh Primary School, we believe that all children should be provided with opportunities to succeed.

We believe that any special abilities or talents should be identified as early as possible and developed during the children's time at this school.

Definitions

- "Higher Achievers" are children who achieve beyond age related expectations.
- "Exceptional Achievers" are those whose performance sets them apart, even from the higher achievers in the class.

Identification and Tracking of Progress

At Ryarsh Primary School we monitor the progress and achievement of all children, enabling us to identify our Higher Achievers at any point.

In addition to this, our Exceptional Achievers will be identified in the school's Exceptional Achievers Register. Children identified as Exceptional Achievers should always be considered in this way and should remain on the Exceptional Achievers Register throughout their time at the school. The identification process of Exceptional Achievers will be carried out initially by the class teacher and discussed with SLT, including consideration of the quality of work in books, assessment information and any other relevant information. The overall picture of achievement for each child will be considered, but as a guide most Exceptional Achievers will have scaled scores of 115+ and standardised scores of 130+. The Exceptional Achievers Register will be reviewed at least once per year.

Provision

All of our children benefit from high quality teaching, learning and assessment which matches their learning needs. Through setting and maintaining high expectations, we are able to challenge all of our children, including our Higher and Exceptional Achievers. These children are often extended through developing a level of mastery in specific subjects. Additionally, it is possible that once a program of study has been mastered, Exceptional Achievers will begin the next year group program of study.

The school will provide extra-curricular programmes to all children but will design specific opportunities for our Higher and Exceptional Achievers to develop and be challenged. Extra-curricular activities may include:

- Performing Arts opportunities
- Sports practice, performance or competition opportunities
- Special events – e.g. field trips, residential visits, etc.

- Visits by experts, including able writers, maths and science workshops
- Out-of-school activities within the community
- Collaborative projects with other schools
- Challenge projects

Transfer and Transition

Identification and the particular strengths of our Higher and Exceptional Achievers will be shared with secondary school colleagues at transfer.

Partnership with Parents

Class teachers will share information about children’s achievement with parents through parent consultations, and will regularly discuss progress and steps taken to meet their individual needs.

Roles and Responsibilities

The Governors will ensure that this policy for Higher and Exceptional Achievers is in practice and will monitor the progress of these children in collaboration with the Head Teacher.

Policy adopted by Governing Body	Spring Term 2017
To be reviewed	Spring Term 2020
Signed by Head Teacher	
Signed by Chair of Governors	