



High Achieving Pupils' Policy



POLICY FOR HIGH ACHIEVING PUPILS

Aims

At Meadowfield School we provide a relevant and challenging curriculum for all pupils however we recognise that there will be some pupils who have additional particular strengths and talents. This policy sets out the strategies in place to identify and monitor the progress of this cohort of pupils.

POLICY INTO PRACTICE

Identification

Pupils are identified through:

- Teacher assessment and discussion in pupil progress reviews.
- Pupil tracking to identify pupils working at a higher level in for example one area of the curriculum
- Subject leaders and teachers of PE, Art, Music and Drama identifying pupils with advanced skills
- Partnership with parents and annual review outcomes where skills and talents identified outside of the school environment can be shared.
- Providing breadth of experience and opportunity within the curriculum

Implementation

Once identified pupils will be supported to develop their skills further or to attain higher level accreditation through:

- Additional provision and resources which may include opportunities to learn within local mainstream schools.
- Subject leaders supporting colleagues to ensure that extension activities and resources are available.
- Homework and research projects to extend and deepen learning.
- Opportunities in the expressive arts for individual and small groups of pupils to have blocks of extension work in art, dance or music.
- Opportunities to develop sporting skills through support to access external clubs.

Home-school links

Once a pupil has been identified as a high achieving pupil within Meadowfield School this will be shared with parents or carers through Open Evening, Annual review or a specific phone call or meeting. Working in partnership with parents school will identify if any further support is needed to extend home learning such as the use of technology.

Roles and Responsibilities

- The Leadership Team will take a lead in the identification of the pupils who are high achievers and in co-ordinating appropriate support with class teachers, curriculum leaders and Key Stage managers.

Monitoring Review and Evaluation

- Regular assessment updates will provide the mechanism to monitor pupil progress in curriculum subject areas.
- Pupils with additional skills and talents in sport and the arts will be monitored through liaison with external clubs and providers, monitoring the opportunities to participate in completion and/or performance.
- Outcomes of accreditation will provide a national benchmark.

Equality and Diversity

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.


Linked Policies:

Teaching & Learning Policy

Assessment, Recording & Reporting Policy

Curriculum Policy

Special Educational Needs & Disabilities Policy

 School Policy Approved by Leadership Team	
Policy Adopted	Date: September 2020
Policy Approved	Date: September 2020
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