



Kington St Michael CE Primary School

Policy For Pupils Identified as 'High Flyers'

- The governors and staff at Kington St Michael School acknowledge the potential of each individual pupil and as such seek to support especially able pupils (High Flyers') within our school through a broad range of opportunities.
- We believe that the social and emotional growth of these very able pupils should be encouraged alongside the development of academic and practical potential.
- We seek to be inclusive in our approach and sensitive to the potential impact of labelling pupils.
- In the pursuit of school-wide excellence we aim to provide opportunities for all our pupils to reveal, display and extend their abilities.
- We believe that supporting the needs of the most able pupils is a factor in raising the achievements for all.
- We believe in providing appropriate challenge within the broad, balanced and rich curriculum of the school.
- In determining our 'high flyers', we refer to those children in the top 10% of our school cohort, who achieve or have the ability to achieve, at a level significantly in advance of their year group within our school in any or all areas of the curriculum (those attaining at least 3 sub levels above the expected for their year group).

Identification Strategies

- We aim to identify 'High Flyers' using a variety of methods.
- We promote the early identification of our very able pupils; use information passed on by other schools and exchange information within the school.
- We are aware that latent talent or potential may go unrecorded, that social background or lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To redress this, teachers will be encouraged to use their professional judgement and experience through observation of pupils' rates of progress in acquiring relevant knowledge, skills and understanding.
- We use a general checklist to help teachers with their initial identification. (See Appendix A).
- The school will have a named teacher responsible for overseeing, monitoring and reviewing the agreed policy.

Policy into practice

We aim within the given structure of the school to:

- group pupils in ways which we feel will maximise the quality of teaching and learning;
- identify in planning differentiated work and resources together with opportunities for open-ended homework.

- use in-class support to further the learning of our very able pupils.
- develop and provide opportunities for extension work and projects.
- provide opportunities for access to the internet.
- provide appropriate pastoral care in recognition of the particular emotional and psychological needs of very able pupils.
- Ensure individual targets are appropriate and challenging.
- provide opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies.
- make contact with experts external to the school.
- provide a wide range of extra curricular opportunities to encourage talent to flourish e.g. class visits and trips, visitors to school, practical experience, school clubs, school council, school/class publications.
- Signpost to external providers
- Create stimulating environments where autonomous learners can develop
- Provide time and opportunities for experimentation, practice, talk and reflection
- Create atmospheres where pupils feel they can take risks

Teacher/Pupil Skill Development across the Curriculum

We recognise that all pupils, including the 'High Flyers', are entitled to develop their knowledge, skills and understanding in full. We will endeavour to promote this through the enhancement of teachers' own awareness and skills.

- We will ensure the development of high order questioning skills for teachers and pupils.
- We will promote the teaching of thinking and problem-solving across all curriculum areas.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will allow children to progress as far as their ability allows and extend their skills as appropriate.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the expression of special ability - musical, sporting, theatrical performances and art work through assemblies, presentations, display, rewards etc.

Monitoring, Assessment and Review

The school will have a named Co-ordinator for 'High Flyers' who will consult with teachers and senior management to monitor the needs and progress of identified pupils. The co-ordinator will ensure that:

- all teachers are involved in identifying such pupils
- teachers/senior management develop and agree effective methods of collecting and monitoring data pertaining to these pupils;
- appropriate records of these pupils are kept.
- links are developed with feeder schools for information exchange, sharing good practice, teacher support, resource loan/s etc.

- INSET is provided to raise staff awareness of the characteristics and needs of such pupils.
- liaison with parents and external agencies is regular
- information is provided for governors.
- the policy is reviewed annually in accordance with DfES guidelines.
- Enrichment activities are offered and signposted
- a resource bank of relevant and suitable materials is developed and maintained.
- 'High Flyers' are carefully monitored as a group vulnerable to underachievement and progress regularly checked.
- A register is maintained and updated annually

A school information leaflet is provided to parents of pupils included on the 'High Flyers' register

Policy Approved By: _____

Policy Approval Date: _____

Policy Review Date: _____

Name of Pupil	
Learns easily	
Original, imaginative, creative, curious	
Asks questions	
Persistent, resourceful, self-directed	
Inquisitive, sceptical – may point out weaknesses of people in authority, e.g. teachers	
Informed in unusual areas often beyond their years	
Artistic	
Outstanding vocabulary, verbally fluent	
Musical	
Independent worker shows or takes initiative	
Good judgement, logical – prefers open-ended tasks	
Versatile – many interests, enjoys learning	
Shows unusual insights – spots links, connections, patterns that others miss	
Shows high level of sensitivity, empathy	
Has excellent sense of humour, sometimes unusual	
Exhibits unusually extroverted or introverted behaviour in a group	
Unusually high motivation and self-expression	
Is highly self-critical	
Speed and agility of thought and preference for verbal rather than written expression	
Shows leadership qualities	
Socially adept, but may prefer the company of adults to children	
Skilled and comfortable working in the abstract	
Behaviour indicators – e.g. frustrates teacher by appearing not to concentrate, works carelessly at times, plays around but tests well	

www.standards.dfee.gov.uk/excellence

www.nagc.britain.org.uk

www.brookes.ac.uk/ablepupils

www.WorldGifted.org

www.nc.uk.net/gt

www.xcalibre.ac.uk

www.teachingthinking.net

www.brunel.ac.uk/faculty/ed/Robert-Fisher

www.nrich.maths.org.uk

Further Reading

Able Pupils – Providing for Able Pupils and those with Exceptional Talent

Nottingham County Council LEA 2001

Curriculum Provision for the exceptionally able in the Primary School – English, Maths, Science and ICT

Edited by Deborah Eyre and Lynne McClure

Nace/Fulton Publication 2001

ISBN 1-85346-771-5

Educating the Very Able – Current International Research

Joan Freeman

OFSTED Publication 1998

ISBN 0-11350-100-5

Most Able and Exceptionally Able Young People in Somerset Schools and Colleges – A Policy for Action

Somerset County Council LEA 1999

Recognising and Supporting Able Children in Primary Schools

Hilary Lee-Corbin and Pan Denicolo

David Fulton Publishers Ltd 1998

ISBN 1-85436-555-0

Supporting the Able Pupil

Dr Mike Kirby

Pearson Publishing 1996

ISBN 1-85749-317-6

Providing for Exceptionally able Pupils: an evaluation of excellence in cities and other grant-funded programmes

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