

## **HIGH ATTAINER POLICY**

Implemented on: 1<sup>st</sup> November 2017

To be reviewed on: 2<sup>nd</sup> November 2019

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### **Principles:**

The government asks schools to recognise the specific cohort of High Attaining students. These are students who achieve, or have the capacity to achieve, above average for a student in their year group at their school, Humber UTC is committed to ensuring that all students achieve their full potential, ensuring that they are at the 'front of the queue' for the best jobs, apprenticeships and university places.

### **Aims:**

- To effectively identify approximately 10% of students (as recommended by DfE) as High Attainers, ensuring that this reflects the cultural and ethnic diversity of our community
- To use a mixture of qualitative and quantitative evidence to identify High Attainers
- To use qualitative evidence to identify students with outstanding skills in particular areas, such as: verbal ability; leadership; team-working; curiosity, initiative, and originality
- To use quantitative evidence to identify students, such as current and predicted Attainment, assessment data and prior Attainment
- To track students' progress and Attainment, termly, and intervene where under-performance is identified
- To ensure an appropriate level of stretch and challenge in every lesson, with lessons appropriately differentiated to meet the needs of High Attainers
- To provide opportunities outside of the UTC to ensure depth and breadth of opportunity, specifically through our industry links and enrichment opportunities
- To recognise the specific social and emotional needs of Higher Attaining students
- To provide an environment for the development of the whole child: intellectual, spiritual, moral, aesthetic, physical, personal and social; with opportunities to develop specific skills or talents, particularly in the field of engineering
- To promote and encourage innovative teaching strategies
- To recognise factors impacting on underachievement, such as: frustration; low self-esteem; lack of challenge or low teacher/parent expectations; English as an additional language; learning disabilities

### **Responsibilities and Roles**

#### **Principal and Senior Leaders**

- To ensure that enrichment opportunities are available to cater for the needs of High Attaining students.
- To provide a curriculum and learning experience that is broad and available to all learners, meeting the needs of individual learners, including those who are High Attainers
- To ensure that sufficient resources, support, training and status are provided to support High Attainers
- To ensure that there is a commitment by the UTC to, and support for, High Attainer learners

- To ensure that there is a policy for High Attainers that provides a clear framework of guidelines

**Assistant Principal for High Attainers:**

- To identify High Attaining learners in consultation with parents/carers, students and other agencies
- To maintain a register of these students
- To establish an ethos and provision through which exceptional ability in all its forms is recognised, valued and celebrated
- To ensure that Higher level targets are set to ensure that the needs of High Attaining students are met
- To support and challenge colleagues to meet High Attainers' needs within particular classes and subjects and to promote good practice
- To lead the development, implementation, monitoring and evaluation of the policy for High Attaining students
- To ensure that registers of High Attaining students are completed, maintained and made available to staff as appropriate
- To research and identify appropriate resources for High Attaining students and advise and/or offer staff appropriate in-service opportunities regarding their use
- To monitor and evaluate the performance of the High Attaining cohort, including analysis of data, and devise strategies to address issues identified
- To keep all interested parties, including parents, staff and the Governing Body informed of relevant activities and initiatives

**Subject leaders:**

- To ensure that good provision is made for High Attaining students through their support and monitoring of teachers' planning, schemes of learning and the performance of students

**Teachers:**

- To ensure that learners are inspired, encouraged and challenged to question, speculate and hypothesise
- To acknowledge students' ability and differentiate so that all students have the best possible chance of learning and fulfilling their potential
- To endeavour to make every lesson motivating and engaging, and to ensure that every child is effectively stretched and challenged
- Where possible, to utilise ended activities and investigation
- To ensure aspirational expectation of students
- To provide rigorous and constructive feedback to students on their work
- To look for opportunities to widen the scope of learning activities beyond the UTC and the classroom

**Governors:**

- To act as a critical friend to the Principal and other senior leaders in regards to the implementation of the policy
- To ensure that the needs of all students are met

- To set and agree strategy, within which, the policy is shaped, and ensure that its implementation is monitored and evaluated
- To understand data on the progress of High Attaining learners and challenge senior leaders on under-performance