



## High Attainers Policy

Reviewed by	Susannah Holmes	Authorised by	WGB Committee
Last Review	Spring 2026	Date	March 2026
Next Review	Spring 2029	Review Cycle	3 Years

### 1. Introduction

Freegrounds Infant School will endeavour to offer equal opportunity of access for all children regardless of gender, race, religion, disability and ability.

This policy should be read in conjunction with The Special Needs, Health & Safety, Assessment, Teaching & Learning and Equal Opportunities Policies..

We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practice aims to ensure that the following rights are adhered to:

- Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 28 Every child has the right to an education.
- Article 29 Education must develop every child’s personality, talents and abilities to the full.

#### 1.0 Statement of intent

At Freegrounds Infant School we believe there is no limit to aspiration and attainment for any child. We strive to provide a secure and challenging environment that stimulates the development of all children, ensuring that they are all given opportunities to achieve their greatest progress. We recognise that some children may possess exceptional skills or talents in one or more areas. We will endeavour to challenge, identify and support these children in order to ensure their individual needs are met, within and outside the curriculum. The aim of this policy is to provide guidance as to how we meet the needs of high attaining children, in keeping with our ethos of providing High Quality Inclusive Teaching for all.

#### 2.0 Aims

- To provide stimulating learning experiences for all children, encourage independent and collaborative learning and support children in taking initiative.
- To provide opportunities for children to work at higher cognitive levels and use more advanced thinking skills independently.
- To provide opportunities for children to develop specific skills and talents.
- To encourage children to reflect on the process of their own learning and to understand the factors that help them to make progress.

- To foster the development of well-rounded and balanced individuals, both intellectually, academically, emotionally and socially
- To raise expectations and aspirations for all children
- To be inclusive

### 3.0 Principles

High attaining children will be identified as those who are capable of exceedingly high or exceptional attainment in one or more of the areas of learning including:

- Academic
- Intellectual
- Sporting
- Musical
- Dramatic
- Creativity
- Leadership

We recognise the need to identify High Attaining children and a range of identification evidence will be used, including:

- Teacher observation
- Tracking
- Results of initial baseline assessments and the Foundation Stage Profile
- Home visits/parent liaison prior to school entry
- Information from discussions and interviews with parents
- Pre-school assessments if available
- Results of keyword and phonic assessments
- Results of standardised test in numeracy, spelling and reading

We recognise that not all high attaining children will achieve consistently, and this needs to be addressed. In school we need to ensure that all our children are motivated to achieve. Through targets setting and working with all teachers, we will try to ensure that high attaining children who are motivated and encouraged to achieve at an appropriately high level.

### 4.0 Provision:

We see provision for high attaining children as the development of expertise and skills, not just knowledge acquisition.

In the classroom we will:

- Follow the principles and practices of High-Quality Inclusive Teaching for all
- Value and utilise pupil's own interests and learning styles

- Differentiate tasks to allow progress and challenge for all
- Encourage the use of a variety of resources, ideas, methods and tasks that enable children to challenge their own learning
- Provide a secure learning environment where risk taking is valued
- Teach children to plan their own ideas and allow them to access higher order thinking skills
- Involve children in working in a range of settings and combinations where they will learn best: individually, in pairs, in groups, as a class, cross-year and cross-school
- Encourage children to ask questions about their learning and how they learn
- Use whole school target setting and individual targets to monitor achievement and ensure above average progress
- Celebrate creative and original thinking
- Ensure that Home Learning activities extend individual learning and motivate

## 5.0 Monitoring

As a school we will:

- Monitor teacher's planning and teaching to ensure that good quality differentiation is leading to challenge for high attaining children
- Involve high attaining children in extra-curricular activities beyond the curriculum
- Provide opportunities for high attaining children to work together across year groups, across school and with other local schools
- Keep up to date with developments in able pupil provision
- Monitor the progress of high attainers and use resultant information in Pupil Progress Meetings

All teachers will:

- Ensure that children are set appropriately challenging tasks and learning opportunities
- Use appropriate differentiation and take into consideration children's learning styles
- Identify children who are high attaining in particular areas and track their progress
- Work with teaching assistants to ensure effective provision
- Provide appropriate resources that challenge
- Monitor and evaluate practice and attend staff training.

The Inclusion Manager will:

Provide day-to-day support guidance and advice to staff

- Regularly review the provision for high attaining children through monitoring of teacher planning, conferencing children, monitoring teaching and work sampling
- Support staff in differentiating tasks for high attaining children
- Keep up-to-date with developments in able child provision and external provision
- Identify, with staff, children who will attend external events
- Identify key characteristics of high attaining children and provide staff training
- Work with subject leaders to ensure that the school has appropriate, challenging resources to support able learners

## 6.0 SUCCESS CRITERIA

- Children will make progress in their area(s) of strength
- Teaching staff feel that they are supported in the identification of high attaining children, and in the differentiation of teaching
- High attaining children are given a range of opportunities to develop their skills in and outside of the classroom

## 7.0 MONITORING THE POLICY

The policy will be reviewed every 3 years by the Inclusion Manager.

## Appendix 1

### Able Children : A Teacher's Checklist

Exceptionally able children are likely to show the following characteristics:

1. Possess superior powers of reasoning, of dealing with abstracts, of generalising from specific facts, of understanding meanings and of seeing relationships.
2. Have great intellectual curiosity.
3. Learn easily and readily.
4. Have a wide range of interests.
5. Have a broad attention span that enables them to concentrate on, and persevere in solving problems and pursuing interests.
6. Are superior in the quantity and quality of vocabulary as compare with other children of their own age.
7. Have ability to do effective work independently.
8. Have learned to read early (often well before school age). Are rapid readers.
9. Exhibit keen powers of observation.
10. Show initiative and originality in intellectual work.
11. Show alertness and quick responses to new ideas.
12. Are able to memorise quickly.
13. Have great interest in the nature of man and the universe.
14. Possess unusual imagination.
15. Follow complex directions easily.
16. Have several hobbies – covering a range of areas.
17. Make frequent and effective use of the library.
18. Are superior in numeracy, particularly in problem solving

### Ways to Identify Potential in Specific Subject Areas

- Asking searching questions.
  - Understanding concepts quickly.
  - Excellent understanding.
  - General confidence and understanding.
  - The way the pupil talks to other pupils and to the teacher.
  - The detail of the work produced.
  - Imagination used.
  - The solving of problems in a logical way.
  - Showing a depth of understanding (for their own age group) of the concepts necessary to develop appropriate solutions.
  - Very good practical skills/ideas, etc.
  - Ability in discussion and oral work.
  - Comprehending the manipulation of several variables.
  - Standard of written work.
  - Marks recorded.
- Doing well in tests/exams
  - Excellent standard of performance in own field.

#### Recognising the Difference

BRIGHT CHILD	VERY ABLE / GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is involved
Reads and writes well	Enjoys the use of language including its use of humour
Learns with ease	Often looks for hidden difficulties
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
6-8 repetitions for mastery	1-2 repetitions for mastery
Copied accurately	Creates new design
Enjoys school	Enjoys learning

## Gifted and talented strengths based on MI theory

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- 1 Not observed
- 2 Occasionally seen
- 3 Usually seen
- 4 Almost always seen
- 5 No opportunity to observe

Repeat checklist termly.

LINGUISTIC INTELLIGENCE	1	2	3	4	5
1. Has a good vocabulary for their age and uses it well.					
2. Enjoys and sees the value of writing.					
3. Learns well from verbal instruction and listening to others.					
2. Enjoys discussions. Can verbalise ideas.					
5. Asks many questions.					
6. Able to explain things clearly.					
7. Takes pleasure in and sees value of reading.					

LOGICAL – MATHEMATICAL INTELLIGENCE	1	2	3	4	5
1. Enjoys playing or working with number activities.					
2. Shows a good awareness of pattern and sequence.					
3. Can provide explanations and generalise in some form.					
4. Assembles puzzles with skill.					
5. Produces logical arguments.					
6. Sorts objects using different criteria and finds similarities and differences.					
7. Demonstrates problem solving skills and shows skills in dealing with unfamiliar contexts.					
8. Is able to plan and describe steps in order and explain reasons.					

BODILY KINAESTHETIC INTELLIGENCE	1	2	3	4	5
1. Good motor skills- skipping, hopping, balancing.					
2. Uses body with agility.					
3. Successfully manipulates buttons, zips, laces etc.					
4. Enjoys touching and manipulating objects in order to learn about them.					
5. Shows aptitude with movements e.g. dancing					
6. Uses scissors and other tools well.					
7. Gets restless easily.					

MUSICAL INTELLIGENCE	1	2	3	4	5
1. Enjoys musical activities, able to recreate rhythms and melodies..					

2. Remembers words to songs well.					
3. Responds emotionally to music.					
4. Shows ability to identify instruments heard in musical compositions.					
5. Remembers auditory patterns well e.g. chanted rhymes.					
6. Experiments with objects to create different sounds.					

SPATIAL INTELLIGENCE	1	2	3	4	5
1. Can imagine memories and scenes, draw from memory.					
2. Finds charts, diagrams and visual displays useful.					
3. Can take things apart and put them back together.					
4. Has a good sense of direction, right and left.					
5. Observant, spots things others miss.					
6. Demonstrates artistic flair: responds to texture, colour and pattern.					

INTERPERSONAL INTELLIGENCE	1	2	3	4	5
1. Enjoys group activities and social settings.					
2. Sensitive to the moods and feelings of others.					
3. Able to sort out disagreements without recourse to an adult.					
4. Is able to play games with others fairly – a good winner/loser.					
5. Communicates and co-operates well with others.					
6. Shows leadership skills.					

INTRAPERSONAL INTELLIGENCE	1	2	3	4	5
1. Shows awareness of own strengths and weaknesses.					
2. Shows capability to be self reflective and engages in self-evaluation.					
3. Shows self confidence.					
4. Capable of laughing at oneself.					
5. Takes risks.					
6. Sticks to own beliefs.					
7. Enjoys working and learning on their own.					
8. Shows persistence in self-selected activities.					