



***High Aspirations, Moral Strength, Spiritual Depth***

**OUR CHRISTIAN VISION**

Our vision for Andrews' Endowed CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community. Andrews' Endowed CE Primary School will be a centre for learning where adults and children:

- Nurture and prioritise wellbeing and development.
- Believe in themselves and in each other.
- Discover their own strengths and become successful lifelong learners.
- Achieve more than they ever thought possible.

**OUR CHRISTIAN ETHOS**

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level. Andrews' Endowed CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive. We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

**RATIONALE**

At Andrews' Endowed CE Primary School we aim to provide the best education we can for all our pupils in a curriculum that is stimulating and challenging.

Success is achieved in close partnership with pupils, teachers, parents, carers and other members of the community.

All children in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'high achievers' according to national guidelines.

Through this policy we aim to:

- Create a school atmosphere where learning takes place for all
- Celebrate success in all areas of learning
- Ensure that we recognise and support the needs of our pupils
- Enable pupils to develop to their full potential
- Ensure that we challenge and extend the children through the work that we set
- Encourage pupils to think and work independently

## **DEFINITION**

At Andrews' Endowed CE Primary School, we identify High Achieving (HA) children as those with one or more abilities developed to a level significantly ahead of Age-Related Expectations (ARE) for their year group, or with the potential to develop those abilities. Identification is based on a combination of data analysis (e.g., assessment results, progress tracking) and professional teacher judgment, ensuring that each child's individual strengths are recognised. Our High Achieving children are a diverse group, with a wide range of talents and abilities. Some excel academically, while others may demonstrate leadership qualities, advanced practical skills, or exceptional creative thinking.

## **ROLES & RESPONSIBILITIES**

Headteacher:

To lead the school in the role of celebrating the achievement of all students, as well as those who are High Achievers

All Teachers:

- To access the High Achieving registers and to know which pupils in each class fall into this group
- To offer teaching and learning strategies which challenge the High Achieving pupils and are in-line with the National Curriculum and the school's long-term plans.

The most important provision, in any organisational context, is effective classroom teaching and learning. Good teaching and learning for High Achieving pupils has the essential characteristics of good teaching for any pupil, but is characterised by planning more creatively, using more demanding resources, teaching pupils deliberately how to engage fully with the subject and creating a classroom climate in which pupils are motivated to learn.

## **PLANNING FOR PROVISION**

The majority of provision for High Achieving pupils will be organised and provided by the class teacher as part of their normal differentiation of work to respond to their pupils' diverse needs. Extension activities, within lessons, will enable children to:

- Focus on higher order skills
- Access resources from later key stages or higher levels of study
- Extend the breadth of study within the subject
- Utilise the full range of available technologies

Effective provision should ensure that children develop:

- The skills to become independent learners through building their learning power so that they are reflective, reciprocal, resilient and resourceful learners
- Creative thinking
- Problem solving techniques and higher order thinking skills
- Effective practices, such as learning how to collaborate with others
- An enjoyment of learning

Enrichment activities will be provided to offer broader learning opportunities beyond the normal curriculum and to utilise the skills and expertise of others both within and outside the school community. Access to extra-curricular activities will enable pupils to:

- Engage in work which draws on the content of different subjects
- Gain opportunities to work with similarly High Achieving pupils

Effective provision should ensure that pupils develop:

- Resilience
- Resourcefulness
- Reciprocity
- A reflective approach to learning
- An enjoyment of learning
- Creative Thinking
- Curiosity

## EFFECTIVENESS OF THE LEARNING ENVIRONMENT

As part of their professional practice, teachers regularly reflect on the effectiveness of the learning environment. A well-considered learning environment plays a pivotal role in supporting pupils' academic progress, social development, and emotional well-being. At Andrews' Endowed CE Primary School, we believe that creating a purposeful, engaging, and inclusive environment helps to inspire a love of learning and enables all children to achieve their potential.

This section explores the key components of an effective learning environment, providing guidance for teachers to evaluate and enhance their classroom spaces, ensuring they meet the diverse needs of all learners.

<p><b>Talk about Learning</b></p> <ul style="list-style-type: none"> <li>• Have you asked High Achieving learners what helps them to learn effectively?</li> <li>• What have you done to ensure you respond to what you have learnt from them?</li> <li>• How have you established a culture in which wrong answers are productive opportunities for learning and in which creative thinking is actively encouraged?</li> <li>• How are you modelling the process of talking about how learning takes place, rather than just what is learned?</li> <li>• How have you helped learners with the language needed to discuss the process of their learning?</li> </ul>	<p><b>Questions and challenge</b></p> <ul style="list-style-type: none"> <li>• How often do you encourage creative thinking by asking open ended questions to which there are no right answers?</li> <li>• How often are learners encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute whilst learning to appreciate the provisional nature of much knowledge?</li> <li>• How often do you encourage learners to ask questions of themselves, each other and other adults in the classroom?</li> <li>• How are learners involved in self-assessment and/or peer assessment?</li> <li>• How effectively are the processes of formative assessment developed?</li> <li>• How do you ensure that examples of High Achiever's work are on display or readily available, to raise the expectations of both learners and teachers?</li> <li>• How effectively are you engaging learners in recognising and responding to challenge, and taking initiative in their learning?</li> </ul>
<p><b>Planning and resources</b></p> <ul style="list-style-type: none"> <li>• How thoroughly have you checked learning activities to make sure that they offer challenges that match higher level descriptions?</li> <li>• How can you facilitate the work of High Achieving pupils?</li> <li>• What do you want High Achieving pupils to learn?</li> <li>• How successful is the learning of High Achieving pupils and how do you know this?</li> <li>• Do you have high enough expectations of your High Achieving pupils?</li> <li>• Do you encourage independent learning?</li> <li>• Do you vary the pace and organisation of</li> </ul>	<p><b>Learning Opportunities beyond the classroom</b></p> <p>The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.</p> <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Enrichment days</li> <li>• School clubs</li> <li>• Musical and sporting activities</li> </ul>

lessons? • How are you developing a resource collection, including lists of web resources for pupils (and staff) in classrooms, staff room or library? • How are you making sure that resources are being used?	
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### Control Box

<b>Version</b>	1	<b>Date/Effective from</b>	January 2025
<b>Author</b>	Gemma Gundry	<b>Review Date</b>	January 2028
		<b>Responsibility</b>	Senior Leadership Team
<b>Associated Policies, Documents, Agencies:</b> <ul style="list-style-type: none"> <li>• Curriculum Policy</li> <li>• Early Years Foundation Stage Policy</li> <li>• Marking and Feedback Policy</li> <li>• Teaching and Learning Policy</li> </ul>			