



# Outstanding Learners Policy

<b>Written By</b>	<b>Senior Leadership Team</b>	
<b>Frequency of Review</b>	<b>3 years</b>	
<b>Date reviewed and approved by Governing Body</b>	<b>November 2016</b>	
<b>Date of next review</b>	<b>November 2019</b>	
<b>Display on Website</b>	✓	
<b>Purpose</b>	Making appropriate provision for outstanding learners is central to our work because we endeavor to prepare children for a successful future.	
<b>Consultation</b>	<b>Governors</b>	✓
	<b>Parents</b>	x
	<b>Pupils</b>	x
	<b>Staff</b>	✓
<b>Links with other policies</b>	<b>Assessment Inclusion</b>	

## **Burlington Junior School Outstanding Learners Policy 2016**

*'A rising tide lifts all ships.'* Joseph S. Renzulli

### **Introduction:**

At Burlington Junior School, we believe that children learn best when they nurture a 'growth mindset': the belief that intelligence is fluid and that effort leads to mastery of skills. To reflect this mindset, we refer to children achieving ahead of their peers as 'outstanding learners'.

Making appropriate provision for outstanding learners is central to our work because here at Burlington Junior School we endeavour to prepare children for a successful future.

### **Identifying outstanding learners**

Outstanding learners are those pupils who excel, or who have the ability to excel, in one or more subject. This may be in academic subjects, extra-curricular activities like sports and music or leadership skills.

### **Aims:**

We aim to:

- ✓ Raise our aspirations for all children
- ✓ Maintain high expectations of achievement for all children
- ✓ Promote enterprise, self-reliance and independence for all children
- ✓ Recognise that outstanding learners have particular educational needs that must be met to realise their full potential.
- ✓ Encourage children to become involved with the curriculum and their own learning and to use higher level thinking skills of analysis, evaluation and synthesis.
- ✓ Ensure that teaching methods for outstanding learners are taken up, adapted and used across the school and in each curriculum area.
- ✓ Create a climate within the school that ensures children feel good about achieving high standards
- ✓ Provide appropriate resources
- ✓ Provide opportunities for performance
- ✓ Encourage children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about their work, evaluate what they are doing and be self-critical.
- ✓ Celebrate achievement whilst maintaining the highest possible expectations

At Burlington Junior School, we identify our outstanding learners by building a comprehensive picture of each child's ability by using as many indicators and as much information as possible. Staff identify outstanding learners by observing, noting and discussing a range of behaviours, attitudes and by outcomes. Parents and carers are notified verbally during parent consultation meetings or in an arranged meeting at the end of the day. They are informed how their child is being challenged within the class and outside (e.g., differentiation in lessons, inclusion in events aimed at outstanding learners or invited to join clubs within school)

The strategies used will include:

- ✓ Continuous assessment of children's work.
- ✓ Observation by teachers.
- ✓ End of key stage 1 assessment, end of year assessments and KS2 SATS.
- ✓ Records from previous classes/ Infant school.
- ✓ Teacher pupil consultations and target setting.
- ✓ **Common indicators**

Outstanding learners, as a result of enriching experiences, may display all or many of the following special abilities:

- ✓ be very articulate or verbally fluent for their age

- ✓ give quick verbal responses
- ✓ have a wide general knowledge
- ✓ learn quickly
- ✓ show unusual and original responses to problem-solving activities
- ✓ be logical
- ✓ have an ability to work things out in their head very quickly
- ✓ be creative
- ✓ have strong views and opinions
- ✓ have a lively and original imagination / sense of humour
- ✓ be very sensitive and aware
- ✓ be socially adept
- ✓ show a strong sense of leadership

Within the school we recognise that outstanding learners can be:

- ✓ outstanding across the curriculum
- ✓ high achievers in one particular area
- ✓ of high ability but show weaknesses in other areas, e.g. poor writing skills

### **Recognising potential**

We are aware of the need to be alert to potential high achievers whose abilities may be hidden, such as those for whom English is not the first language; those with specific learning or physical difficulties; those from different cultural or disadvantaged socio-economic groups, those who receive the Pupil Premium Grant, and underachievers.

### **Addressing underachievement**

In some situations, potential outstanding learners could be at risk of underachievement. This may be due to children:

- Hiding their ability in order to fit in with their peer group or to avoid being singled out for praise
- Having low self-esteem
- Frustration and disaffection caused by experiencing difficulty in an area outside their high ability
- Tending towards a superior attitude which leads them to take a laid back approach

Creating a positive learning climate that nurtures a 'growth mindset', and in which effort and achievement are valued and praised, may prevent underachievement. This encouraged and celebrated across the school.

### **Monitoring progress**

Finalised assessments of children's work are placed on our assessment system so that children's progress is closely monitored. Pupil progress meetings are held between the assessment coordinator and class teacher to enable regular reviews of progress. This allows teachers to identify strengths and areas for development needed for individual children, ensuring that the children's work is well matched to their needs. Subject coordinators check that provision for these children is present in the planning and act as advisors to class teachers on strategies to extend children. The coordinator for 'outstanding learners' is responsible for monitoring the provision and keeping a register of the children recognised across the school. This information is shared with Governors through an end of year report. Two Governors visit their assigned year group each term and take a learning walk where lessons are observed and development of this area is discussed. The Governors also interview a sample of children on the register about their experience of challenge and provision at BJS.

### **Special achievements**

At Burlington we celebrate the achievements of children excelling in areas beyond academic subjects (and often referred to as 'talents'), for example, in sports, dance and music. These include skills that may have been developed out of school. Children share individual successes, such as awards and exam passes, in their classes or in assemblies with special mentions also being made in the weekly bulletin.

### **Enriching the curriculum**

Within the curriculum, teachers plan for residential and day visits; curriculum initiatives (e.g. subject days, multicultural week, fitness week) and the use of outside experts. Where possible, children are encouraged to share their skills with others, for example, by modelling for their peers.

### **Outside and beyond the classroom**

At Burlington Junior School, pupils have the opportunity to enhance their skills in many extra curricular activities through a wide range of clubs, teams, performances and competitions. In addition to differentiation within the class, children considered for the register have access to courses and workshops aimed at outstanding learners that are run across the borough as well as termly, in-school science and lateral thinking challenges.

### **In the classroom**

Class teachers and support staff enhance the learning of all children, including outstanding learners. This enrichment may be achieved through:

- ✓ Establishing what pupils can already do or have already done so that we are not wasting children's time in duplication or repetition
- ✓ Use of stimulating and challenging questioning by the teacher to skilfully develop higher order thinking in the pupils
- ✓ Provision of appropriate challenge through high quality tasks for enrichment and extension of knowledge (not "more of the same", or growing out of the subject being studied by the whole class).
- ✓ Flexibility over pupil grouping, ability, mixed ability, individual.
- ✓ Differentiating appropriately through stimuli, resources, tasks, outcomes and responses
- ✓ Providing opportunity for independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- ✓ Providing wide variety in what we prepare for pupils and in what we ask them to do.

Teaching staff at Burlington Junior School have agreed to the implementation of the following classroom strategies to ensure that challenge is kept high for all pupil groups, including outstanding learners.

1. Work with outstanding learners at least once a week in core subjects.
2. Use higher order thinking questions.
3. Ensure that outstanding learners know their targets and next steps.
4. Allow outstanding learners regular opportunities to self assess learning.
5. Include clear next steps in marking that will accelerate learning and move children towards their targets
6. Plan for a range of cognitively challenging activities that will deepen knowledge and understanding. For example, write from a different point of view or apply skills in a problem solving context.
7. Give outstanding learners a chance to plan and organise their work e.g. allowing for thinking time, children deciding on appropriate resources or how to record their own work.
8. Enable opportunities for outstanding learners to complete the plenary of lessons e.g. explaining how they approached tasks.
9. Use next steps marking to help set more ambitious targets.
10. Explicitly plan for extension activities
11. Use a range of different resources to provide challenge (e.g. Nrich)
12. Give children a choice of tasks
13. Plan for 'fast start' where outstanding learners begin their independent work earlier than other pupils e.g. leaving whole class input (carpet time) early or working on a higher level task during carpet time, with teacher input happening for this group later on during the lesson.

14. Enable outstanding learners to generate their own success criteria

**Secondary transfer**

The school will liaise with the local secondary school and inform them of the needs of outstanding learners.

**Outstanding Learners Leader**

**December 2016**

**Next review December 2018**