

Bishops' C of E & R C Primary School



'Live Fully, Laugh Often, Learn Deeply, Love as God Loves You.....and Let Your Light Shine!'

HIGHER ACHIEVING AND TALENTED CHILDREN (HAATS) POLICY

The Policy was formally adopted by the Governing Board on:	Date: Autumn 2025	Next Review Date: Autumn 2028
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This policy has been written in line with our Mission Statement and the Every Child Matters legislation.

Intent

At the Bishops' Church of England and Roman Catholic Primary School, we believe that all children thrive when they are part of a culture of appreciation for the talents and skills shown by the children in our school. We provide a broad, balanced and relevant curriculum which provides challenge and takes individual differences into account. We are committed to providing an environment which encourages all children to maximise their potential or personal achievements and this includes children who display a higher form of gift or talent. We celebrate the individual as part of a cohesive and caring school community through recognition, praise, opportunity, challenge and competition. Children may be taken out of school for opportunities to compete in tournaments or through hobby or interest clubs in external competitions. We are proactive in providing opportunities to develop, to achieve and to excel in specific subjects either as individual learners, partners or in teams. This may take place in the classroom or in a wide range of extra-curricular activities and clubs. How this appears will look different in the different subjects, for instance, an opportunity to excel in athletics will be materially different to excellence in English writing but the bridging factor is the opportunity for excellence for all children. We at the Bishops' CE/ RC School recognise that all children have abilities, personal qualities and talents, which parents and teachers strive to identify, nurture and develop. We aim to identify and develop a high-level ability (creativity, intelligence and sustained task commitment) and talent (academic, artistic, sporting, practical, social etc.).

Definition

Each child is unique; any attempt at a definition is a generalisation. At our school the term "HAaT" is intended to refer to the top 5-10 percent of the ability range in any of the areas of:

- General intellectual ability
- Specific aptitude in one or more subjects
- Creative or performing arts
- Sporting ability

In our school, the term "HAaT" refers to those pupils who are capable of functioning significantly above the average, (Teachers to use their professional judgement to assess progress that is in excess of the top level of achievement in class)

Identification

Identification is **not** about labelling pupils but ensuring effective and suitable provision. By identifying the "HAaT" pupil, teachers can assess needs, which should inform the planning of work to ensure appropriate pace, rigour and challenge.

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There is no single method which will identify the “HAaTs”, nor any one method which can be entirely accurate. We use a variety and combination of methods:

- Teacher observation/assessment
- Background knowledge
- Tracking
- Testing (e.g. SATS, key objectives test)
- Education psychologist or other outside agencies eg specialist teachers
- Pupils’ profiles using examples of outstanding work and insights from pupils.
- Participation and feedback from school or outside clubs, bands, orchestras etc

Aims

Having identified our HAaTs we aim to provide:

- Entitlement to appropriate education for each individual: quality wave one teaching and provision in the classroom
- The opportunity to work at higher cognitive levels, to deepen understanding of concepts covered. Eg mastery maths, the class reading lesson
- The opportunity to develop specific skills or talents eg sport or music
- The opportunity to experience a broader, richer curriculum including aspects of global citizenship
- Support and care for the whole child, both socially and intellectually

Monitoring

Once identified, the pupils are entered in our register of HAaTs, which notes their particular abilities. This is kept centrally and the class teachers have a personal copy so that all teachers are aware of his/her needs. This information will be annually reviewed.

Co-ordination

There is a member of staff responsible for co-ordinating the work with HAaTs. Their role is to:

- Set up and maintain the register
- Monitor the progress of those on the register
- Liaise with class teachers to support provision for HAaTs
- Research resources suitable for these pupils, and generally support staff in providing for HAaTs
- Develop resources (human and practical) as funds allow
- Keep themselves up to date with development in this field

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In-class strategies

Teachers provide enrichment and extension opportunities for these pupils as part of their wave one quality teaching and the use of planned differentiation and in-depth questioning. This may take the form of homework tasks. HAaTs are challenged within specific subject areas.

Out-of-class activities

The school offers a variety of clubs providing opportunities and experiences outside of the classroom including enrichment activities at KEGs (Masterclasses) and the Girls' High School. In Y5, pupils operating at above expectations in English and Maths may be invited to attend an information evening and take an assessment for a chance to attend a club to extend their existing skills and as a preparation for the 11+ exam. In Y4, reading and poetry workshops are available for the children assessed by their class teachers as operating above the high achievers in class.

Provision

Curriculum provision is not linked to any one teaching, learning or organisational strategy but rather to a range of strategies. Opportunities for pupils to reveal, display and extend their abilities are best met through a differentiated curriculum. We ensure that the curriculum the children receive is broad, challenging and differentiated in Maths and English; in other areas of the curriculum, we endeavour to provide varieties of opportunity and learning that will challenge all children appropriately and allow each child to deepen their understanding of the wider curriculum.

Implementation: strategies

Where appropriate the pupils will have the opportunity to:

- Development of thinking skills/ mind-sets
- Work in different ability groups
- Work in small withdrawal groups, have opportunities to take part in challenge groups with other HAaTs children
- Work on an individual programme/s
- Work on topics of additional depth within the classroom set-up eg mastery challenge questions
- Experience a range of extracurricular activities, competitions, tournaments,
- Take part in Enrichment activities / weeks / lunchtime or afterschool clubs / coaching opportunities
- Attend 11+ group for a calendar year from the beginning of year 5 (if certain criteria is met)
- Attend outreach days or coaching at local secondary and Grammar schools targeted at HAaTs pupils.
- Take part in sporting competitions / fixtures with other schools or represent the school, Chelmsford or Essex in regional heats.
- Achievements and effort celebrated through assemblies and a weekly newsletter.

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Impact: Recording, Monitoring and Tracking

We have a school register of able children in all key stages for HAaTs. We aim to track these children through the school and record their progress.

Partnership with parents

Meeting the needs of “HAaT” children is a partnership. Parents and teachers can learn a lot from each other and liaison between them is encouraged. We also encourage community and secondary links where appropriate with local secondary schools and outreach days at KEGs and CCHS.

First edition: Barbara Boorman September 2006

This policy was presented to the Governors Autumn, 2006

Reviewed Spring term 2012 by Greg Waters and Marian Uzzell

Reviewed by Caroline Austin Autumn 2015

Reviewed and amended by Caroline Austin Spring 2017.

Reviewed by Caroline Austin Spring 2020

Reviewed by Caroline Austin Autumn 2022

Reviewed by Caroline Austin Autumn 2025

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