



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'



Name of Policy	High Attainers Policy
Reference Number	
Date of e-signoff	November 2025
Headteacher	Katrina Straker
High Attainers Lead Governor	Anne Taylor
Date for review	November 2027

High Attainers Policy



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire



*'Children in our heart, Christ at the centre'
'We love, we learn and we live'*

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

High Attainers Register Statement of Purpose

Rational

This policy is a statement of the entitlement of high attaining children at St Anthony's. The register is a working document to assist staff of the school with the identification of high attaining children. At St Anthony's we believe that all children have the right to make excellent progress. We ensure pupils are enabled to develop all their aptitudes and abilities through Quality First Teaching, the use of robust assessment systems and inclusion of greater challenges in lessons. The purpose of the register is to raise staff awareness in planning the curriculum and to assist in individual target setting. Inclusion on the High Attainers register does not constitute a statement of entitlement to extra provision in terms of additional time in groups outside the class or school time; nor does it indicate that additional resources will be provided to children included. Throughout all Key Stages, there should be a broad, balanced and exciting curriculum offering challenge, enrichment and extension.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through the completion of the NACE Challenge Award.
- To compile a 'High Attainers' Register annually.

Definition

High attaining children are defined as children who have:

- one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities.)

The term 'Higher Attaining' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 20% of any school,

regardless of the ability profile of pupils at the school.

Within St Anthony's we recognise that Higher Attainers can be:

- good all rounders
- high achievers in one area (not necessarily academic)
- of high ability but have poor writing or communication skills.

We also recognise that those pupils who are High Attainers do not always show their ability. Such pupils are High Attainers even though their abilities may be hidden or remain as potential.

Identification of High Attaining Pupils

At St Anthony's we use the most effective strategy, or range of strategies, for identification in order to ensure all pupils are offered the correct provision to reach their full potential. These include:

- Teacher nomination (based on classroom observation, checklists and assessment, discussions with pupils, work scrutiny, background knowledge)
- Test scores (IQ scores, reading ages; end of block / year / key stage levels; baseline scores, cognitive ability assessments)
- Qualitative information – the approach a student takes to a particular subject; higher level thinking; aptitude to a particular skill; abstract conceptualisation
- Information from the previous school or teacher
- Recommendations from parents and/or outside agencies
- The expertise of the subject leader in supporting the judgement of the teacher

Since no one single method can be entirely accurate the school will seek to provide a stimulating and enriched curriculum for all children. Through this it will then be possible to identify the most able.

Provision

It is a class teacher's responsibility to provide for all the children they teach and, in partnership with Subject Leaders, the Pupil Premium Leader and the Higher Attaining Pupil Leader, ensure effective provision for high attaining pupils.

Wave 1 Provision – Our school provides 'Quality First Teaching' or 'Ordinarily Available Provision' for all pupils and as a result this is the first level of provision for High Attaining pupils too. This includes:

- Detailed adaptive planning to ensure learning and progress
- Use of prior assessment and future targets to inform pitch, pace, depth or breadth
- Effective use of adaptive teaching
- High expectations
- Appropriate challenge supported by a learning environment and classroom ethos that embraces risk-taking, mistake making, endeavour and searching questions.
- Development of 'Growth Mindset' skills and creative skills
- Guided sessions
- Skill mastery
- Activities requiring higher order thinking skills
- Teacher questioning leading to higher order thinking skills
- Homework is set for all pupils according to St Anthony's Homework Policy. The class teacher will liaise with parents where individual support and challenge is needed and will be set tasks accordingly. Guidance towards alternative tasks (for example online educational games) may be offered to individual children at the discretion of the class teacher.

- Pupils as full participants in their learning – assessment for learning, peer marking, joint target setting, quality marking and feedback, designing learning opportunities
- Skilled professionals who employ the right teaching and learning strategies for the particular learning taking place

Where underachievement has been identified it is, in the first instance, the responsibility of the class teacher to target provision to overturn this. This will be planned and recorded on the half termly Action Plan.

Wave 2 Provision – Our school recognises that at times some of our High Attaining pupils need targeted teaching which could not be appropriately or effectively delivered in a whole class situation. Leading on from the final bullet point in the wave 1 approaches, ‘the right teaching and learning strategies’ include the following:

- Guided groups
- Targeted adult focus
- Grouping (impact driven and reassessed at least termly)
- Enrichment
- Local school collaborative working (workshops)
- Extra-Curricular Activities – out of class activities can provide opportunities for excellence across a range of subjects.
- In exceptional circumstances agreement about the accelerated use of learning objectives from the next year group

These strategies would also be employed to rectify any identified underachievement or undeveloped potential.

Co-ordinating and monitoring

The following people can support this through regular reviews:

- Headteacher (who is also the School Leader for High Attainers)
- Lead Governor for High Attainers
- Governors’ Standards & Admissions Committee.

Review and development

Each year the Higher Attainers leader, in consultation with staff, will draw up a register of High Attaining children in each year group. Regular Pupil Progress meetings between the leadership team and class teachers will be held to review progress of High Attaining children.

Partnership with Parents

Parents and teachers will work together for the needs of the High Attaining children and class teachers should be the first point of contact for parents with enquiries about children on the register. The High Attaining leader will be responsible for sending all written communication that informs about upcoming activities to parents.

Transition

Transition meetings are held between teaching staff as children move to the next year group and progress and attainment is discussed to ensure a smooth transition. Pupil data is available for all teachers on our progress tracking systems. Prior to the start of KS3, liaison meetings are arranged with the relevant secondary schools. Pupil data is shared and specific information is passed on as staff see appropriate.