

LUTTERWORTH HIGH SCHOOL



HIGHER ATTAINERS POLICY

Reviewed: By the Achievement and Attainment Committee

Adopted: By the Governing Board

Signed: Chair of Governors: Janet Price-Jones

Date: 19th March 2024

Signed: Head Teacher: Julian Kirby

Date: 19th March 2024

Higher Attaining Policy

At Lutterworth High School we aim to deliver exceptional teaching that allows everybody to make excellent progress. This policy sets out how we go about instilling a lifelong love of learning and nurture talents and interests for our most able, higher attaining students. We want our students to leave school as fully rounded individuals ready to embrace life in the 21st Century.

We believe that every individual should have an equal opportunity to develop and achieve their full potential. We believe that the most able child needs support, guidance and encouragement to fulfil their potential. We believe that raising the standards attained by the most able helps to create a culture of high expectations, raises the expectations of all students and raises the standards of the whole school including school ethos.

Context:

**This policy draws upon guidance in the House of Commons Library;
Briefing Paper Number 9065, 2 December 2020**

<https://researchbriefings.files.parliament.uk/documents/CBP-9065/CBP-9065.pdf>

In England, there is no national definition of “more able” or “gifted” students or national support programme since the Young Gifted and Talented Programme closed in 2010. For the purpose of accountability, students with ‘high prior attainment’ are defined as those who reached greater depth in the KS2 curriculum and transitioned from primary school with a KS2 SATs score of 110+.

The inspections body, Ofsted, evaluates whether schools “nurture, develop and stretch pupils’ talents and interests”. In two evaluative reports, published in 2013 and 2015, Ofsted was critical of the support provided to “more able” pupils, and called upon schools to improve their curricula, the transition between primary and secondary school, and their work with families to support aspiration.

The Department for Education (DfE) states that the introduction of Grade 9 at GCSE and Progress 8 as an accountability measure allows schools to be held to account in how well they support “more able” students. The DfE says Pupil Premium funds allow schools to provide support to highly able students, including those from disadvantaged backgrounds.

Aim:

The school aims to provide a broad and balanced curriculum, which is both challenging and enriching. The particular needs of the most able students will be met through intellectual, creative or physical stimulation, and enriched curriculum opportunities, in order to develop a higher level of thinking skills. This will often be achieved through high quality teaching that ‘teaches to the top’ and uses the philosophy set out in our teaching and learning ethos (See [Curriculum Policy](#)). We aim to ensure that all students, but especially those facing disadvantage or those with SEND are supported and provided with the opportunity to nurture and grow their talents and abilities.

We employ a 'Higher Attainers Co-ordinator' (TLR) who leads and drives the identification and support for higher attaining students.

This policy articulates how we:

- Identify and motivate students who are higher attaining
- Support higher attaining or talented students at key transition points
- Plan the curriculum appropriately to meet the needs of higher attaining students.
- Teach challenging and engaging lessons that stimulate thought and further learning
- Encourage students to think deeply, show curiosity and develop increasing independence that leads to a love of learning
- Monitor students progress and review our provision to continually improve and develop
- Assess the materials used that enable students to demonstrate the depth and breadth of their knowledge and skills
- Organise Co-curricular activities to further motivate these students.
- Encourage students to take pride in their abilities
- Acknowledge out of school activities where appropriate to school experience.

Identification – KS3 and KS4

- The assessment policy outlines how data and tracking identifies and monitors students' achievements.
- Students with 'high prior attainment' (HPA) are identified upon transfer to year 7 as those who have reached 'greater depth' in the KS2 curriculum, above 110 KS2 SATs score.
- Those students who arrive without KS2 SAT's data, either in year 7 or as a mid year transfer are assessed using CAT4 assessments to ensure teachers can deploy the right level of challenge. These students are added to the HPA group if their scores are equivalent to 110 KS2 SAT's score.
- HPA students are identified on SIMS/ 4Matrix and teachers know who they are in their groups because they are identified in marksheets and on Edulink.
- Talented students are also identified using the 'Talent ID' indicator. This includes all students, not just those with HPA. These are subject specific nominations by teachers that can be made, for example;
 - Exceptional performance in curriculum based assessments
 - Performance at county, regional or national levels in sport
 - Performance on a musical instrument at a grade 5 or above
 - Teacher nomination for exceptional talent in any curriculum area
- There may be times when other agencies pass on information which suggests ability not previously identified, e.g. Educational Psychologist, Parents etc.
- Students who are 'potentially higher attaining' but may have face significant barriers (e.g. disadvantage or SEND) will be considered HPA or Talent ID if assessment falls slightly below the threshold for identification.
- A register of HPA and Talent ID students is maintained as a live document on SIMS

Transition to the next key stage

KS2 – KS3: During primary transfer the Key Stage Manager and Transition Lead meet with teachers and students before joining Lutterworth High School and information regarding higher attaining or talented students is collected and shared with tutors and teachers. We offer advice at our open evening when parents can meet with the higher attaining coordinator.

KS3 – KS4: At the point when students make GCSE option choices extensive information is provided to both students and parents about the importance of facilitating subjects and higher attaining students are encouraged to choose an Ebacc suite of subjects. All students study either History or Geography and beyond that we prioritise the personal choice of individuals within an information rich and supported framework.

KS4 – KS5: Our post-16 information evening and extensive programme of support with applications to post 16 study aims to ensure all higher attaining students go on to study at an aspirational level, appropriate to them, that opens and doesn't close doors to future ambitions. We work closely with two local grammar schools and other colleges and schools to provide visits, assemblies and support access to scholarships such as the Arkwright Engineering Scholarships and other scholarships with leading independent schools.

What we can do to motivate our higher attaining students

Much of what we offer at Lutterworth High School provides opportunity for all students to explore new and different ways of learning. These include, but are not limited to:

- Co-curricular activities – Promoted, monitored and celebrated through the Emerald Way We offer a wide range of clubs, trips and activities that are specifically aimed at raising aspirations and challenging thinking of students.
- The curriculum threads – embedded through curriculum areas to help students develop their understanding and challenge thinking about;
 - Discovering careers
 - Understanding the modern world
 - Expressing your ideas
- Competitions and national events – For example, Maths challenge, Science Olympiads and lectures.
- Activity Week – Opportunities for students to immerse themselves in cultural, historic, artistic or sporting courses for 1 week in the summer term annually
- Debating – Debates with the Learning South Leicester debating alliance
- Links with Universities (e.g. Cambridge, Leicester) – for example at Post-16 information evening or subject experience days.
- Brilliant Club 'Scholars Club' – Year 7 scholars work with a PHD tutor to complete a project that goes well beyond the national curriculum and exposes students to university life and study. Aimed at disadvantaged students with high prior attainment or potential.

As teachers we are specifically aware of those students who we have identified and aim:

- To provide and take opportunities as teachers to develop practice through CPD
- To provide an academically challenging curriculum that is rooted in 'the best that has been thought and said' and enables students to acquire high level knowledge and skills
- To follow our teaching and learning ethos that includes quality feedback, assessment for learning, literacy and metacognitive strategies to 'teach to the top'.
- To provide challenging homework tasks.
- To be prepared to be flexible and adaptive in lessons .
- To allow plenty of opportunity for these students to practise higher order thinking skills through quality teaching first. The school wide 'Ignite' strategy is a tool kit of activities and tasks for teachers to include in lessons that will promote higher order thinking and develop executive functioning skills. Ignite encourages students to consider big questions and view problems from different perspectives.
- To encourage perseverance whether in questioning e.g. "dig a bit deeper..." or in tangible outcomes e.g. quality of research.
- To involve if appropriate, parents, other staff, the wider community.
- To provide exciting one-off opportunities which allow students to meet others from neighbouring schools, cross phase etc.
- To generate links with external stakeholders such as local businesses which could support and inspire our students.
- To evaluate our provision and listen to the students voice

The role of parents:

At Lutterworth High School, we recognise the importance of engaging parents in our higher attainers policy to maximise the potential of our students. We believe that parents are key partners in their child's education and play a significant role in supporting their academic growth and achievement.

To engage parents in our higher attainers policy, we have implemented several strategies:

- Regular communication and updates – For example; Open evening, Year 9 options evening, post-16 information evening, newsletters and celebrations of success
- Aspirational pathways – support from the higher attaining co-ordinator

Role of students

In line with the school's values, students should actively participate in class discussions, contribute to a culture of inclusivity, and take pride in their individual and collective achievements. They should be prepared to 'go the extra mile' to take advantage of the opportunities presented to them and maintain a positive attitude to learning.

Monitoring

The progress of higher attaining students is monitored by the TLR holder for higher attaining students, curriculum leaders, SLT and governors. Interventions are specifically targeted at supporting higher attaining students when needed. In addition, progress is monitored through:

- Department meetings
- Quality assurance cycle
- Progress meetings (CL/ Head of KS/ SLT)
- Through lesson observation
- Work sampling
- Student surveys
- Governors

Evaluation

The effectiveness of our provision is evaluated

- Outcomes
- Curriculum Audit (NACE Framework)
- Parents' Evening
- Teacher Voice
- Student Voice
- Governor Focus Visit

Examples of Policy in Practice

- Excellence group – working party
- Groupings, e.g. Science interventions
- Maths Challenges
- Chemistry Top of the Bench, Physics and Biology Challenge
- Sports Teams
- Orchestra/Groups
- Performances – in school and out of school
- Brilliant Club
- LSL Debating Society
- External Stakeholder Visits
- Alumni achievements, talks and visits

Resources currently available in the library for CPD

- Members of NACE – National Association for Able Children in Education
 - Variety of professional development opportunities for staff and networking for best practice. Research informed dialogue.
- Ignite – LHS raising challenge in the classroom
- Teachers' Tool Kit
- Walkthru's staff access to website
- Teaching and learning Tuesday's
- In-house CPD offer that includes specific opportunities to develop practice in this area
- Access to additional resources in the staff library