

LUTTERWORTH HIGH SCHOOL



HIGHER ATTAINERS POLICY

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Adopted: By the Governing Board 24/03/2026

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Policies linked to:

Curriculum		
SEND		

Higher Attaining Policy

At Lutterworth High School we are committed to delivering exceptional teaching that allows all students to make excellent progress. Central to this commitment is our responsibility to nurture, challenge and inspire our higher attaining students so that they develop a lifelong love of learning and fulfil their potential.

This policy outlines how we identify and support our most able learners, ensuring that their talents, interests and academic abilities are stretched through high expectations, rich learning experiences and appropriate guidance. We want our students to leave school as confident, well-rounded individuals, equipped with the knowledge, skills and ambition to thrive 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, nor a 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 and Feedback 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 that suggests ability not previously identified, e.g. Educational Psychologist, Parents etc.,
- Students who are 'potentially higher attaining' but may 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 the primary–secondary transition process, the Key Stage Manager and Transition Lead liaise with primary schools to meet teachers and students prior to entry to Lutterworth High School. Information relating to higher attaining and talented students is gathered and shared with tutors and subject teachers to ensure early identification and continuity of challenge.

Parents are supported through the transition process, with guidance and advice available at open events, including opportunities to meet the Higher Attainers Co-ordinator.

KS3 – KS4: At the point of GCSE option choices, students and parents are provided with clear, detailed information to support informed decision-making. Higher attaining students are encouraged to consider an EBacc suite of subjects and the long-term benefits of facilitating subjects.

All students study either History or Geography. Beyond this entitlement, we prioritise individual interests and strengths, ensuring that choices are made within an information-rich and well-supported framework that balances aspiration with personal suitability.

KS4 – KS5: Through our post-16 information evening and a comprehensive programme of guidance and application support, we aim to ensure that higher attaining students progress to aspirational pathways that are appropriate to their abilities and ambitions, and which keep future options open. The school works closely with local grammar schools, colleges and partner schools to provide visits, assemblies and guidance. We actively support access to competitive opportunities, including the Arkwright Engineering Scholarships and scholarship programmes 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. It is aimed at disadvantaged students with high prior attainment or potential

As teachers we are specifically aware of those students who we have identified as HPA 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 that 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)

- Lesson observation
- Work sampling
- Student surveys
- Governors

Evaluation

The effectiveness of our provision is evaluated in the course of:

- 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 Tuesdays
- In-house CPD offer that includes specific opportunities to develop practice in this area
- Access to additional resources in the staff library