

## TRUST IN LEARNING (ACADEMIES)

### HIGH ACHIEVING PUPILS POLICY

Approval Date: July 2025	Version: 01	Review: 3 years (or sooner if required by statutory guidance)
Approval By: Executive Team	Lead: Director of School Improvement	Review date: Autumn 2027
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		



**History of Policy Changes:**

Date	Page	Change	Reason for Change
July 2025		New policy	New over-arching policy for the Trust



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## 1 Statement of Intent

This document sets out the policy for high achieving pupils within Trust in Learning Academies (the Trust). All schools in our trust are committed to fostering an inclusive environment that meets the needs of all learners, including those identified as high achieving. We believe all pupils have the right to a broad, balanced, and challenging curriculum and should be supported to achieve their full academic potential. Our High Achieving Pupils policy ensures that pupils are identified early, supported effectively, and empowered to thrive through a rich and stimulating educational experience.

## 2 Values and Principles

This Trust Policy is set out with the following principles at its core:

- Inclusivity: Every school within the Trust values and supports high achieving learners equally
- Excellence and Ambition: All pupils, including high achievers, should be encouraged to aspire further and achieve excellence
- Equity in Opportunity: Provision should ensure challenge, support, and growth for all
- Collaboration: We work with families and professionals to nurture pupils' individual talents
- Holistic Development: Academic success is supported alongside personal, social, and emotional development

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

## 3 Objectives and Scope

### 3.1 Objectives

This policy aims to:

- Recognise and meet the academic, social, and emotional needs of high achieving pupils
- Provide appropriate challenge and enrichment opportunities across the curriculum
- Ensure that high achieving pupils from disadvantaged backgrounds are identified early and supported to overcome barriers to achievement
- Identify and track the progress of high achieving pupils consistently across schools
- Equip staff with effective strategies and professional development to support high achieving pupils
- Foster a school culture that values high achievement and personal growth
- Support schools to monitor and evaluate the impact of provision using quantitative and qualitative data

### 3.2 Scope

This policy applies to:

- All pupils within Trust in Learning (Academies) identified as high achieving in any area of the curriculum, the co-curriculum or in interests outside school
- All teaching and support staff involved in their education
- All primary and secondary schools within the Trust

It complements related policies such as:

- Teaching and Learning Policy
- SEND Policy
- Assessment Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Policy

## 4 Responsibilities and Accountabilities

### 4.1 Responsibilities of the Trust Central Team

- To ensure the policy promotes best practice in the education of high achieving pupils
- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

### 4.2 Responsibilities of Headteachers

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy

- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy
- To designate a lead for high achieving provision

#### 4.3 Responsibilities of School Leaders

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To identify and monitor high achieving pupils, oversee pupil progress and ensure effective interventions
- To provide training to ensure policy compliance
- To support staff in delivering appropriately adapted and enriched provision
- To hold sessions for parents and pupils as required, to ensure the policy is understood

#### 4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures, which for teachers would include planning for high cognitive demand, and providing challenge and enrichment in everyday teaching
- To foster independent learning, critical thinking, and resilience
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

#### 4.5 Responsibilities of Parents and Carers

- To support and celebrate their child's learning and development
- To support the implementation of the policy with their child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

#### 4.6 Responsibilities of Pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff
- To engage positively in their learning, demonstrating curiosity, ambition, and responsibility for their own progress

#### 4.7 Responsibilities of School Performance Boards

- To monitor the implementation and impact of the school's provision for high achieving pupils
- To challenge school leaders on how effectively they are identifying, tracking, and supporting high achieving learners
- To ensure that the needs of disadvantaged high-potential pupils are prioritised in strategic planning and use of funding (e.g. Pupil Premium)

## 5 Policy

### 5.1 Definition

For the purposes of this policy:

**High achieving pupils** are those who demonstrate a significantly higher level of academic attainment or potential than is typical for their age group.

This may include core subjects such as reading, writing, and mathematics, or a specific subject such as French or physics, or may include more creative or sporting activities where pupils demonstrate a level of talent beyond the typical for their age group.

High achieving pupils often grasp new concepts quickly, make connections across different areas of learning, and display advanced thinking, creativity, or problem-solving skills.

This definition includes pupils who:

- Consistently exceed age-related expectations in curriculum assessments over an extended period of time
- Show a high level of curiosity, insight, or reasoning
- Demonstrate rapid learning, deep understanding, or unusual levels of creativity
- Could demonstrate the above but this may be masked through barriers such as social disadvantage, special educational needs, English as an Additional Language or lack of confidence

We also include pupils who demonstrate high achievement in an aspect of the co-curriculum, or in an interest outside of school, which could be nurtured within school.

The term also encompasses those with the **potential** to perform at a high level when given the right opportunities, challenge, and support.

### 5.2 Identification

Pupils may be identified through:

- Standardised testing and progress data
- Teacher assessments and observations
- Outstanding performance in specific subjects or disciplines
- Input from parents or external professionals
- Evidence of high potential, even if not yet realised
- Ongoing review and classroom monitoring by teachers and SENCOs

### 5.3 Provision in School

Each school will:

- Ensure that teaching meets the needs of these pupils through challenge, enrichment, and differentiation.
- Monitor progress and implement appropriate interventions for underperformance.
- Celebrate achievements in assemblies, displays, and communication with families.
- Provide access to enrichment through clubs, competitions, mentoring, and external opportunities.
- Ensure continuity of support at key transition points, including information sharing and tailored interventions.

### 5.4 Provision in the Classroom

High-quality classroom practice is essential and, while not exhaustive, follows an approach characterised by:

- Offering tasks which can be completed with depth and complexity
- The use of metacognitive strategies to help pupils connect, reflect, and extend their learning
- Adapting teaching appropriately to meet individual strengths
- Including open-ended questions, higher order thinking tasks, and independent investigations
- Providing opportunities for peer collaboration, leadership, and presentation
- Promoting independence, self-evaluation, and responsibility for learning
- Providing challenge through feedback

### 5.5 Professional Development

Staff will receive regular CPD to ensure confidence and skill in:

- Identifying and assessing high achieving pupils
- Planning for stretch and challenge
- Supporting the emotional and social development of high-ability learners
- Liaising with parents and external agencies
- Recognising and nurturing potential in underrepresented groups

- Sharing and embedding best practice from providers such as NACE or the Education Endowment Foundation

## References

- Education Endowment Foundation (EEF) (2023). *Teaching and Learning Toolkit*.
- Sutton Trust (2018). *Potential for Success: Fulfilling the promise of highly able students in secondary schools*
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- EEF (2021). *Cognitive Science Approaches in the Classroom: A Review of the Evidence*.
- EEF (2024). *Improving Literacy in Secondary Schools – Guidance Report*
- Great Minds and Great Teaching (DfE, 2019). *Supporting the most able pupils*.