

# High attainers on entry policy

Retford Oaks Academy

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## **1 Purpose of the Policy**

This Policy is intended to:

- Establish and record the Academy's arrangements for students classed as High Attainers on entry.
- Establish and record the Academy's arrangements for students who have a talent in a particular area of the curriculum in its widest sense.

## **2 Aims – High Attainers on entry**

Retford Oaks Academy has an inclusive policy to drive and direct learning for all students and therefore, to identify and meet the needs of our most able students. These students are referred to as 'High Attainers on Entry'. We aim to provide students with a secure environment where staff, students, parents and governors have high expectations through which all students, including those identified as high attainers on entry, will achieve their best, academically, intellectually and socially. We endeavour to ensure that no "ceiling" is placed on achievement. Retford Oaks Academy takes pride in success, and we encourage all our students to become independent learners with high aspirations for their future. After each data collection point, we will review the attainment and progress of our high attainer on entry students via our data review systems.

**Retford Oaks Academy will:**

- Challenge able students within the classroom.
- Provide stimulating learning experiences for all students that encourage independence and autonomy and support students in using their initiative and allow them to achieve their full potential.
- Track the attainment and progress of high attainers on entry at full academy, departmental and individual student level.
- Analyse and disseminate information regarding attainment and progress of this cohort to all relevant staff.
- Review and develop resources for high attainers on entry.
- Provide opportunities for students to work at higher cognitive levels and demand mental exertion.
- Provide opportunities for students to develop specific skills and talents.
- Encourage students to reflect on the process of their learning and to understand the factors that help them to make progress.
- Enable access to resources which support aspirational goals for future educational/employment/training plans.

- Harness external agencies to support this cohort where appropriate – academically, socially or emotionally.
- Foster the development of a well-rounded and balanced individual, both intellectually and socially.
- Meet with parents as appropriate.
- Liaise with Governors regarding provision and outcomes for this cohort.
- Celebrate achievement.

### **3 Provision**

High attainers on entry will be supported via many different and diverse methods in the classroom, as appropriate to the individual student and the subject requirements. Examples of strategies which may be employed include:

- Setting open-ended tasks
- Discussion and debate
- Asking open-ended questions
- Problem solving
- Encouraging imaginative and creative work
- Developing students' higher order questioning and thinking skills
- Providing extension tasks where appropriate
- Working in ability groups
- Co-operative group work
- Peer tutoring
- Setting different homework tasks/engaging in optional homework tasks (designed to promote independence in learning)
- Encouraging students to explain how they have learned something
- Developing, and providing opportunities for, independent learning skills
- Target setting
- Allowing different starting points
- Negotiating individual learning pathways
- Enrichment activities
- Use of marking to encourage critical thinking
- Valuing quality not quantity
- Providing opportunities to take responsibility for personal learning

### **3 Quality Assurance**

The aim of this is to ensure that the educational provision is commensurate with the needs and capabilities of the students who are classed as high attainers on entry.

This will be undertaken via:

- Lesson planning/reviewing schemes of work
- Lesson observations/drop-ins
- Sampling student work
- Reviewing examination/attainment/progress data

The academy is aware that within, or beyond, this group some students may demonstrate a particular talent related to the curriculum in its widest sense.

Based on Government guidance the academy has adopted the following definition:

A talented student is one whose abilities in art, music, dance or sport (or similar) are significantly above average.

Subject leaders and teachers are encouraged to nurture and develop such talent, either via the curriculum or via the academy's extra-curricular programme.

### **4 Difficulties in Identification**

It is important to recognise that not all high ability on entry students are obvious achievers. Many underachieve – their potential is masked by factors such as frustration, low self-esteem, short attention spans, poor social skills, lack of challenge, or low teacher/parent expectations.