GFM Higher Attaining Students Policy

Published Date:	01 September 2026
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	**01 September 2027**

This policy is applied at GFM alongside our school's vision, mission and values.

Rationale:

At GFM, we are committed to providing a high-quality education that caters to the diverse needs of all our students, including those identified as "Higher Attaining Students" (HAS). We recognise that these students have unique academic potential and require differentiated instruction to reach their full potential. Our policy aims to ensure that HAS receive the necessary support and challenge to foster their academic growth while also addressing their holistic well-being

Expectations of Teachers:

1. **Identification and Monitoring:**

Teachers should identify and continually monitor students who demonstrate higher attainment through assessments, standardized testing, teacher recommendations, or other appropriate measures. This process should be inclusive and sensitive to potential underrepresented groups. The quantitative identification markers used are as follows:

- **Adaptive teaching:**
  - In line with the Teach Like a GEM (TLAG) playbook, teachers are expected to adapt their teaching to effectively meet the needs of students who demonstrate higher attainment and potential. Through strong planning, purposeful modelling, and responsive classroom practice, teachers should ensure that learning experiences remain ambitious, inclusive, and appropriately challenging.

  - This includes adapting questioning strategies, increasing the level of cognitive challenge, refining task design, adjusting pace, and using scaffolding and extension opportunities to deepen learning. TLAG routines such as precise questioning, checking for understanding, stretch through challenge, and promoting independent thinking should be consistently applied to support high attaining learners.

  - These adaptations should focus on developing depth of understanding, intellectual curiosity, independence, and critical thinking. The emphasis

should be on achieving sustained high achievement and mastery, rather than simply increasing the quantity of work completed.

- **Regular Assessment:**
  - Regularly assess HAS to track their progress and adjust instruction accordingly. This can include formative and summative assessments, individual projects, or presentations.

- **Professional Development:**
  - Encourage and support teachers in professional development opportunities related to differentiated instruction and the social-emotional needs of HAS.

Examples of Adaptive Teaching Approaches at GFM, aligned to best practice:

- **Stretch through challenge and depth:** Teachers provide opportunities for students with higher attainment and potential to think more deeply through carefully planned extension, richer texts, ambitious tasks, and probing questions. This may include independent inquiry, advanced reading, complex mathematical reasoning, or subject specific challenge beyond the core task.

- **Responsive grouping:** In line with TLAG, teachers use flexible grouping strategically to maximise learning. At times, students may work with peers of similar attainment to increase challenge and pace, while at other times mixed attainment grouping may be used to promote discussion, leadership, collaboration, and deeper thinking.

- **Curriculum adaptation and appropriate acceleration:** Where students have securely mastered prior content, teachers adapt provision so that learning moves towards greater depth, complexity, and abstraction rather than unnecessary repetition. In some cases, this may include compacting previously mastered content and providing access to more advanced material.

- **High quality questioning and dialogue:** Teachers use TLAG informed questioning to extend thinking, check depth of understanding, and promote articulate academic talk. Questions should move beyond recall to analysis, justification, evaluation, and reasoning.

- **Scaffolding to independence:** Adaptive teaching for higher attaining students should not remove challenge, but should provide the right level of support to enable independence, resilience, and self regulation. The aim is for students to tackle demanding work with increasing confidence and autonomy.

- **Problem solving and authentic application:** Students are given opportunities to engage with open ended, real world, or problem based tasks that require critical thinking, creativity, and sustained reasoning. These approaches support the TLAG emphasis on purposeful learning, intellectual stretch, and meaningful application.

- **Mastery rather than more work:** Adaptations are designed to promote depth, precision, and sustained high achievement. The focus is on richer learning, not simply a greater volume of tasks.

Wellbeing of Students:

While our primary focus is academic growth, we are equally committed to the social and emotional well-being of our HAS. To ensure their well-being we:

- **Mentoring**: Offer regular check-ins with counselors and mentors who understand the unique challenges faced by HAS, providing a safe space to discuss concerns and explore potential avenues of support.

- **Balanced workload**: Monitor students' workloads and ensure they are not overwhelmed, balancing their academic pursuits with extracurricular activities and leisure.

- **Parent communication:** Maintain open and regular communication with parents and guardians, updating them on their child's progress and offering guidance on how to support their child's well-being at home.

By implementing this policy, GFM is committed to providing an inclusive and supportive learning environment that allows HAS to flourish academically while nurturing their holistic well-being. We believe that every student, regardless of their level of attainment, deserves the opportunity to reach their full potential and contribute positively to society

Please read this policy alongside: *Curriculum Policy and Learning & Teaching Policy*

Designation	Name	Signature	Date
Executive Principal/CEO/	**Akram Tarik**		**01 September 2026**
Principal	**Mia Chorfi**		**01 September 2026**

Next policy review date: 01 September 2027