

Mission Statement:
Creating tomorrow's successful and caring citizens today.



GFM Policy for Higher Attaining Students

Policy Updated By	Latest Publish Date	Monitoring Cycle
Jacqueline Morris	October 2023	Bi- Annually

This policy was ratified	November 2023
The implementation of this policy will be monitored by the:	Principal & Senior Leadership Team
The Policy will be reviewed bi-annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	November 2025

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 recognize 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:

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:

Differentiated Instruction: Teachers are expected to differentiate their instruction to meet the diverse needs of HAS. This includes adapting curriculum materials, tasks, and teaching strategies to provide a more challenging and enriching learning experience.

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'

Mission Statement:
Creating tomorrow's successful and caring citizens today.



GFM Policy for Higher Attaining Students

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 Differentiated Teaching Approaches used at GFM:

- **Enrichment and Extension Activities:** Provide additional resources and activities that go beyond the core curriculum to engage HAS at a deeper level, such as independent research projects, advanced reading materials, or advanced math problems.
- **Flexible Grouping:** Group students flexibly, allowing them to collaborate with peers at a similar academic level, or challenge them by occasionally working with students of varying abilities.
- **Curriculum Compact and Differentiation:** Allow HAS to "compact" the curriculum, skipping content they have already mastered and moving on to more advanced material and sometimes work at a more advanced level.
- **Advanced Problem-Based Learning:** Encourage HAS to work on open-ended, real-world problems that require critical thinking and creativity.

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:

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'

Mission Statement:
Creating tomorrow's successful and caring citizens today.



GFM Policy for Higher Attaining Students

- **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:

Anti-Bullying Policy, Inclusion Policy, Malpractice and Plagiarism Policy, Safeguarding Policy, Zero Tolerance Policy, E-Safety Policy, Parent & Student Cybersecurity Guide, Filtering Policy, Acceptable Use Policy, Bring Your Own Device Policy, Subject Policy, Data Protection Guidance, Code of Conduct, Audio Video Conferencing Security Guide for Teachers, Student Password Policy, Remote Learning & Safeguarding Policy, Guidance for Safer Working Practice, IT Online Security Guidance for Parents, Safeguarding and Inclusion Guidance during Remote Learning, Mobile Phone Policy, Social Media Policy, Curriculum Policy and Learning & Teaching Polic

Policy review date: **November 2025**

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'