

South Shore Academy

High Achievers Policy



Approved by:	N Kay
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High Achievers at South Shore Academy

1. Introduction and Rationale

At South Shore Academy, we recognise the unique qualities and diverse abilities of each pupil in our care. Cultivating an exceptional learning environment founded upon **Ambition, Purpose, and Achievement**, we strive to enable all pupils to reach their fullest academic potential and strive for excellence in all their endeavours. Our commitment to outstanding academic results is reflected in a challenging, inspiring curriculum that empowers every individual—including our highest achievers—to build the foundations for future greatness.

We offer a rich spectrum of opportunities for pupils to develop their unique skills, character, and leadership potential through our lunchtime clubs and extensive Electives programme. Here, pupils participate in a vibrant range of sporting, academic, musical, and vocational experiences. Our High Achievers rationale is rooted in current academic research and our absolute belief that every young person can go beyond their best when given a stimulating environment and the right mindset. We foster a resilient, collaborative "Team SSA" ethos where pupils support one another and celebrate collective triumphs.

At South Shore Academy, we understand that high-achieving pupils are those who demonstrate exceptional performance through dedication, hard work, and mutual respect. True success requires more than just innate cognitive ability; it demands the character and commitment to turn individual dreams into remarkable achievements. We believe that every pupil's potential is limitless. Our High Achievers are therefore identified by their academic success, continuous progress, and a shared responsibility to make a positive impact on our school and the wider local community

2. Legal and Statutory Context

This policy takes into account:

- The Equality Act 2010, which requires us to eliminate discrimination and promote equality of opportunity
- The SEND Code of Practice 2015, recognising that some high achievers may also have special educational needs
- The Teachers' Standards, which require all teachers to set high expectations for all pupils
- Ofsted's Education Inspection Framework, which assesses how well schools stretch the most able pupils

3. Definition and Identification

Identification of High Achievers

High achievers at South Shore Academy are pupils who:

- Demonstrate performance significantly above age-related expectations in one or more subjects
- Are working at or above the standard expected for pupils 2 years older
- Are on track to achieve Grade 7-9 at GCSE
- Show exceptional aptitude, creativity, or leadership in specific areas

High achievers are identified through:

- Analysis of KS2 data on entry to Year 7
- Termly assessment data and teacher assessment
- Teacher nomination based on classwork, homework, and engagement
- Performance in internal and external competitions
- Parental information

A register of high achievers is maintained by [role] and reviewed termly. This register is shared with all teaching staff to inform planning and differentiation."

4. Provision for High Achievers

Provision for High Achievers

In the classroom, high achievers will experience:

- Differentiated tasks that provide appropriate challenge and depth
- Higher-order questioning using Bloom's Taxonomy
- Opportunities for independent research and extended projects
- Access to resources and materials beyond the standard curriculum
- Regular feedback focused on how to improve further

Beyond the classroom, high achievers will have access to:

- Subject-specific enrichment clubs (e.g., Maths Challenge Club, Debating Society)
- Our Electives programme offering [specify - e.g., sporting, musical, academic, vocational opportunities]
- External competitions and challenges (e.g., UKMT Maths Challenge, essay competitions)
- Visits to universities and cultural institutions
- Guest speakers and masterclasses
- Leadership opportunities (e.g., subject ambassadors, peer mentoring)
- Careers guidance focused on aspirational pathways

5. Roles and Responsibilities

Governors:

- Monitor outcomes for high achievers
- Challenge leaders on provision and progress
- Ensure policy is implemented

Senior Leaders:

- Ensure high achievers are identified and tracked
- Monitor quality of provision
- Allocate resources
- Report to governors

Heads of Department/Subject Leaders:

- Maintain subject-specific registers
- Plan appropriate curriculum challenge
- Monitor progress and attainment
- Share good practice

Class Teachers:

- Identify and nominate high achievers
- Provide appropriate challenge
- Monitor progress and provide feedback

SENCO:

- Identify high achievers with SEND
- Ensure appropriate support and challenge
- Liaise with teachers

Parents:

- Support their child's learning
- Communicate with school
- Encourage participation in enrichment

Pupils:

- Engage fully with learning
- Take up opportunities
- Support peers (Team SSA ethos)

6. Monitoring and Evaluation

The progress and attainment of high achievers is monitored through:

- Termly data analysis comparing performance to national data for high prior attainers
- Annual work scrutiny focusing on challenge and differentiation
- Pupil voice surveys and focus groups
- Lesson observations
- Analysis of participation in enrichment activities
- Tracking of destinations post-16 and post-18

The [role] will report to governors annually on:

- Progress and attainment of high achievers
- Equality of identification across different groups (gender, ethnicity, disadvantage, SEND)
- Quality and impact of provision
- Participation in enrichment activities
- Destinations data

7. Equality and Inclusion:

We are committed to ensuring that high achievers from all backgrounds are identified and supported. We will:

- Monitor identification data by gender, ethnicity, disadvantage, and SEND to identify and address any gaps
- Ensure that financial barriers do not prevent participation in enrichment activities
- Provide additional support for high-achieving disadvantaged pupils (e.g., through Pupil Premium funding)
- Recognise that some high achievers may also have SEND and ensure appropriate provision
- Challenge stereotypes about who can be a high achiever
- Use objective data alongside teacher assessment to avoid unconscious bias

8. Links to Other Policies

Your High Achievers Policy should link to:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Pupil Premium Strategy
- Curriculum Policy
- Equality Objectives