



HIGHER PRIOR ATTAINERS (MORE ABLE) POLICY
Whole school and EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds (Head)

Date reviewed: July 2026

Date of next review: July 2027

INTRODUCTION

At Parsons Green Prep we promote a whole-school culture of ‘challenge for all’. We believe that through a focus on meeting the needs of all learners, including those who are higher prior attainers, and embedding an ethos and culture of high expectations for all, we ensure that all the children in our care have opportunities to flourish and make good progress. We understand that all children, including our more able pupils, require support and challenge in their learning. Our teachers plan their lessons to enable a wide variety of exciting challenges and experiences, developing in pupils the ability to respond to teachers’ questions, to explain, persevere and communicate their thoughts, take risks in their learning and put their all into opportunities to be challenged academically.

Definition

Higher Prior Attainers – the more able and the talented	<p>Pupils who are higher prior attainers achieve, or have the ability to achieve, significantly above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.</p> <p>Higher prior attainers includes those pupils, and children in early years, who excel in one or more specific activities including:</p> <ul style="list-style-type: none"> • Creative and Performing Arts – Art, Design & Technology, Drama or Music; • Physical Education/sporting ability; and/or • Extra-curricular pastimes – for example, in Chess, Dance or Computer Coding
---	---

Higher prior attainers may display an array of characteristics including being:

- intently focused
- insightful
- articulate and verbally fluent
- curious
- imaginative, providing creative and original solutions



- a rapid learner
- intrinsically motivated
- able to apply their learning to other areas to solve problems

This list is not exhaustive. Pupils in Years 1-6 and children in early years may display some of these characteristics as well as other attributes.

Identification of Higher Prior Attaining pupils

In identifying higher prior attainers, we look for those who are working significantly above the nationally expected outcomes for their age in one or more areas of the curriculum or those who display a particular talent/ability in a specific area. Teacher judgment is an important aspect of identifying higher attainers through formative assessment, but we also look closely at the following records:

- Reading Age, through NGRT and STAR reading assessment.
- Verbal and Non-Verbal reasoning tests.
- Cognitive Abilities Test (CAT) scores (from Year 3).
- Teachers' assessment trackers.
- Examination grades achieved in music and drama (LAMDA).
- Competitions, performances and other achievements in extracurricular activities.

By way of example only, a child is likely to be on our higher attainers register if he/she

- Has a SAS of 130 or more in verbal or non-verbal reasoning.
- Has passed an Associated Board of Royal School of Music (ABRSM) grade beyond grade 3.
- Has performed significantly well in a sporting, dramatic or artistic competitions/exams in school and/or nationally.
- Can talk with particular confidence and eloquence to an audience

Responsibility for higher prior attaining pupils

Class teachers are responsible for all children in their class. They must share a list of higher prior attaining pupils with specialist teachers. The SENDCo is responsible for coordinating the provision pupils and children in early years showing higher attainment characteristics. His/her role is to:

- Assist teachers with the identification of higher prior attainers children.
- Keep a register of higher prior attainer and share the register with staff. Ensure that the register is reviewed on a half-termly basis with class teachers, in association with pupil progress at staff meetings.
- Regularly discuss their progress with the Lead for Teaching and Learning.
- Support teachers with strategies to ensure pupils' good progress.
- Work with the Head and Lead for Teaching and Learning to ensure that teaching methods and Provision for higher prior attainers are in place and in line with current educational thought and initiatives.



Coordination and Monitoring

We recognise that some pupils who are higher prior attainers may not always demonstrate their abilities. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure an appropriate level of challenge for each child.

Talents and abilities emerge at different times due to rates of development and as new opportunities arise. Therefore, inclusion on the higher prior attainers register is monitored closely to ensure pupils make good progress.

How we support higher prior attainers

We encourage all pupils to take ownership of their own learning and development by providing challenging and stimulating learning opportunities.

Teachers are expected to:

- Design work for higher prior attaining pupils which provides effective differentiation in teaching and learning, where sometimes pupils may be grouped according to ability or task. Differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills.
- Provide opportunities to stretch and challenge the able child.
- Present breadth and depth in learning.
- Provide extracurricular enrichment.
- Create the opportunity to take risks with more challenging classroom activities, to employ higher order thinking skills and to use initiative in problem-solving activities. There must be opportunities for children to apply knowledge from across the curriculum.
- Give time to extend, enrich and expand.
- Give recommendations for further reading.
- Encourage children to take part in appropriate activities in and out of school.
- Present information about national and local competitions.

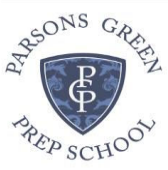
Monitoring and Evaluation

The Head has overall responsibility for the monitoring and evaluation of this policy ensuring all the pupils on the register are appropriately challenged with specific work /tasks according to their need. The Head will report to the Head of Governance and the Proprietor on the progress of pupils on a regular basis.

Related documentation:

Assessment Policy, Curriculum Policy, EAL Policy, SEND Policy and Teaching and Learning Policy.



		APPENDIX Higher Prior Attainers Provision			
Name:		Class:	D.O.B:		
Start date:			Review date:		
Baseline What the child can do already	Target(s) What you would like the child to achieve	Strategy What you and the child will do to achieve the target		Review What happened	