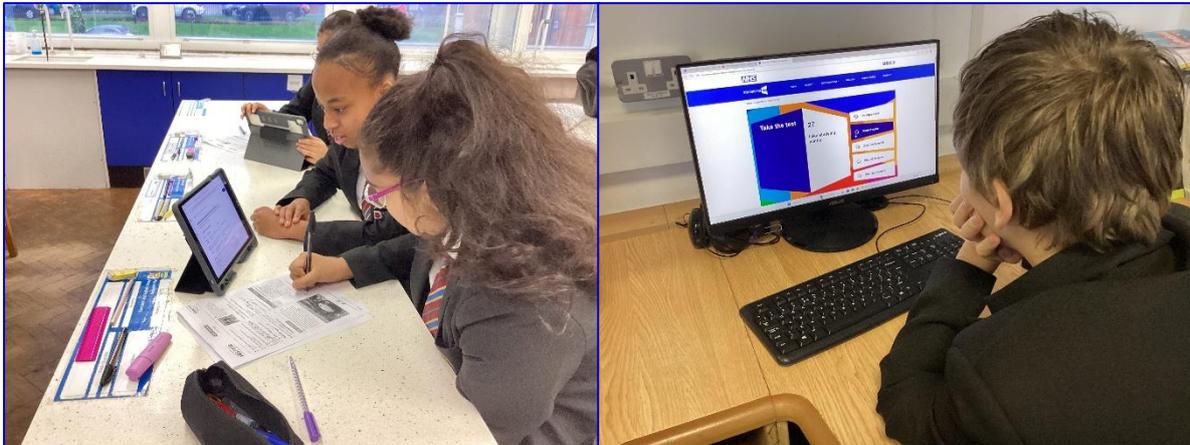




'To educate each and every unique child in our care to hear and respond to what God calls them to be'



High Prior Attaining Pupils

For I am confident of this very thing, that He who began a good work in you will perfect it until the day of Christ Jesus.

Philippians 1:6

Definition and Identification

This policy sets out Saint John Wall Catholic School's commitment to ensuring that High Attaining Pupils (HAPs) are recognised, challenged, and nurtured through a coherent and aspirational whole school approach.

HAPs are identified through a combination of national indicators and professional judgement. Pupils who achieved an average scaled score of 110 or above in their Key Stage 2 assessments in Reading and Mathematics are recognised as HAPs and remain on the school's register throughout their educational journey. Alongside this, the school recognises pupils who demonstrate exceptional talents within specific subjects such as Art, Music, Drama, Physical Education, or languages. These subject specific high achievers are identified through classroom observation, teacher expertise, performance evidence, and contributions to extracurricular opportunities.

Vision and Aims

The aims of this policy are to promote a culture of high expectations, academic ambition, and intellectual curiosity for all pupils, whilst ensuring that HAPs receive an educational experience that stretches, motivates, and inspires them. We strive to ensure that pupils have access to a broad range of enrichment experiences that deepen their cultural capital, strengthen their sense of purpose, and support their future pathways.

Actions and Implementation

Teaching and learning for HAPs relies on high quality, adaptive classroom practice. Teachers plan lessons that offer sustained challenge, thoughtful questioning, and opportunities for pupils to think independently, and work creatively. Challenge is embedded in lessons so that HAPs can apply higher order thinking, explore abstract concepts, and engage with complex tasks that promote deeper learning. Departments articulate a clear HAPs pathway which outlines discipline specific expectations, approaches to challenge, and enrichment opportunities that allow pupils to extend their learning beyond the taught curriculum.

Our school provides a rich programme of academic, cultural, and aspirational experiences that broaden horizons and raise ambition. Opportunities include participation in programmes such as the Brilliant Club, attendance at post 16 lectures and academic competitions, engagement with Values@ Days, and encounters with professionals, employers, and external organisations. Departments are encouraged to offer subject specific enrichment, including masterclasses, competitions, performances, and exhibitions. These activities complement classroom learning and offer pupils additional avenues to explore their interests and talents.

Monitoring and Evaluation

Monitoring and tracking the progress of HAPs is essential to ensuring that pupils achieve in line with their potential. The school uses systems such as SISRA to analyse attainment and progress, Bromcom to identify attendance patterns, and ClassCharts to track behaviour, engagement, and participation. Data is reviewed so that emerging patterns can be addressed quickly and effectively. This data informed approach ensures that provision remains responsive and equitable.

Through surveys and focus groups, HAPs are invited to reflect on the level of challenge they experience, the relevance and accessibility of enrichment, and the support they require to flourish. These insights help shape provision and ensure that pupils feel valued, heard, and empowered. HAPs are encouraged to take on leadership roles within school life, contributing to a culture of academic excellence and service.

Parental Engagement

The school is committed to maintaining open, proactive communication with families through newsletters, information evenings, targeted meetings, and updates regarding upcoming opportunities. Parents are encouraged to support their child's independent learning, enrichment participation, and aspirational planning.

Leadership and Review

Responsibility for HAPs is shared across the whole school community. Senior leaders oversee strategic development and ensure the consistency of provision. Middle Leaders ensure high levels of challenge in their curriculum planning and review the attainment of HAPs after each assessment window. Teachers deliver high quality learning experiences that stretch pupils and maintain high expectations for all.

Governors will receive regular updates and ratify the full policy every three years, with the policy remaining active beyond the review date unless revisions are required.

School Values

Guided by our Catholic values of aspiration, wisdom, service, and excellence, we commit to supporting HAPs as they develop their talents, grow in confidence, and take their place in the world as thoughtful, motivated, and compassionate individuals.

Ratified by Governors: 09/03/2026

Next Review Date: 09/03/2029

(This policy will remain in force beyond the review date if no updates are required)