



Holmer Green Senior School

High Prior Attainers
and
More Able Policy

November 2019

All students at HGSS are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We aim to provide challenge for our students, and an inspiring education that skills them for success in life.

Aims

1. We aim to strategically manage, review and evaluate the process.
2. We will identify students in this category.
3. We aim to raise the aspirations of students
4. We aim to encourage greater enterprise, self-reliance and independence.
5. We aim to have their potential realised through learning matched to their needs.
6. We aim to offer them opportunity to develop their skills and talents.
7. We aim to dismantle barriers to learning by supporting their social, emotional and intellectual needs
8. We aim to involve parents/carers in the educational process.
9. We aim to monitor their progress.
10. We aim to support them with trained staff.

We acknowledge that exceptional ability may be subject specific, or more general, or in a specific skill area. Ability can be usefully grouped as follows-

- Mathematical-number manipulation, logical and sequential processes
- Linguistic-reading, writing, speaking, listening, factual recall
- Musical-music appreciation, singing, instrumental.
- Physical-Fine and gross motor skills, sports, creativity.
- Naturalist-Hierarchical ordering, awareness of the natural world
- Visual and special-observation, artistic appreciation
- Social-relationships, leadership.
- Personal-self-awareness, leadership.

Identifying High Prior Attainers

Our cohort of High Prior Attainers will be constructed using the following data:

Cohort	KS2 Prior Attainment	Key Elements
Year 7 to 10	An average scaled score of 110 and above	Mathematics and Reading (likely to change)
Year 11	An average fine point level of 5.0 and above	Mathematics and Reading
Years 12 and 13	An average fine point level of 5.0 and above	

During each academic year our Year 7 cohort will sit CATS tests. Scores of above 128 (top 5% nationally) will indicate that a student may also be HPA, even if their KS2 data suggests otherwise.

Identifying More Able Students

More Able students are characterized as being within the top 20% of each cohort, for instance a year group, subject cohort or class. This cohort is likely to fluctuate according to the tracking of assessment data after each assessment point.

As such, students can be More Able without being a High Prior Attaining student.

Additionally, students with a particular aptitude within a subject may also be recognised as being More Able. Other characteristics that could indicate a More Able student are:

- That they are a good all-rounder, achieving well across the school
- That they are a high achiever in one specific area
- That they are an advanced reader showing an understanding of language beyond his/her chronological age
- That they are highly articulate and verbally fluent
- That they give quick verbal responses to problem solving activities
- That they retain/recall information with ease-showing rapid learning
- That they show a mature interest in topics outside the curriculum
- That they show unusual and original responses with strong opinions and views
- That they are artistic, musical or excel in sport
- That they have a lively and original imagination/sense of humour
- That they are emotionally sensitive, showing an awareness of others
- That they exhibit high ability, with perhaps low motivation
- That they appear socially adept
- That they show strong leadership skills
- That they may be SEND or could be on Autistic spectrum

Responsibilities

<p>SLT Lead</p>	<ul style="list-style-type: none"> • Strategically lead on HPA initiatives, and communicate this strategy effectively to all stakeholders • Tracking the progress made by HPA students across whole school • Provide support, including CPD to teachers and school leaders. • Report to Governors and the Senior Leadership Team on the progress of HPA students • Critically evaluate the success of the HPA strategy to identify areas of success and areas to develop • Create and sustain a culture of ambition and aspiration • Identify barriers to learning • Provide support for the 'whole-child', enabling barriers to learning to be broken down • Develop effective local and national partnerships, for example, with Teaching Schools, so that HGSS is aware of latest and best practise
<p>Middle Leaders</p>	<ul style="list-style-type: none"> • Designing a challenging curriculum • Quality assuring the delivery of a challenging curriculum • Tracking the progress made by HPA students across subject • Constructing a subject specific RAP intervention • Create and sustain a culture of ambition and aspiration • Identify barriers to learning • Provide support for the 'whole-child', enabling barriers to learning to be broken down
<p>Classroom teachers</p>	<ul style="list-style-type: none"> • Delivering a challenging curriculum • Formatively assessing student work • Tracking the progress made by HPA students in classes • Implementing department RAP interventions • Create and sustain a culture of ambition and aspiration • Identify barriers to learning • Provide support for the 'whole-child', enabling barriers to learning to be broken down • Provide opportunities through high quality first wave teaching to

	stretch more able ad HPA students
Pastoral and Support Staff	<ul style="list-style-type: none"> • Create and sustain a culture of ambition and aspiration • Identify barriers to learning • Provide support for the 'whole-child', enabling barriers to learning to be broken down

Provision and Challenge, including extra-curricular activities

Within the school, opportunities are available for the professional growth of staff on embedding stretch and challenge for all students, including HPA students, in lessons. Training is also given to NQTs as part of their Professional Studies Induction sessions.

A CPG (Continuing Professional Growth) Audit will be conducted annually allowing for targeted professional growth to occur.

Effective formative and summative assessment of student attainment and progress is used on a regular basis to support the identifications and provision for HPA students. Heads of subject are responsible for ensuring that subject curricula are designed in order to stretch and challenge all students, including HPA students. Effective strategies that support this stretch and challenge include effective modelling of what quality work looks like, non-repetitive extension work, pre-reading, questioning, open-ended tasks, tasks that relate to 'real-life' and giving the students a choice about the outcome of the work.

Assessment data is tracked against 'Aspirational' targets for each child, including HPA students. These targets are firmly based on prior attainment but indicate that at least 'good' progress has been made. Staff, students and parents are made aware that targets are aspirational in nature.

Assessment data is shared with all staff shortly after each assessment point. This enables class teachers to revisit topics taught. Regular formative assessment of student work also plays a pivotal role.

Year 7 CATS results enable some targets to be revised accordingly. Students who perform better in CATS tests than in KS2 standardised tests may find that their KS4 targets are revised to add an extra 'level' of aspiration.

Extra-curricular activities aimed at HPA students are currently run by teaching staff across the school. Examples include the Rotary Technology Award, The UKMT Mathematics, A STEM event – Girls Get Set, STEM Olympics, Young writer's – poetry, Brilliant Club, the 'ArtsMark' Award, lectures, including Speakers for Schools, and University Visits.

Students at all age-stages have access to the LRC, including the ICT equipment within it on a daily basis. The LRC displays materials aimed at increasing ambition (University materials), as well as supporting 'Adviza' and 'Connexions' in delivering careers based guidance during a weekly drop in session and targeted interviews with Year 11 students.

The pastoral team, including Heads of Year and the SLT HPA coordinator will provide individual support for HPA students who need it.

Monitoring and Evaluation (see Responsibilities table)

The SLT coordinator for HPA and More Able students is responsible for identification of HPA students, with the support of the school's data manager. They will also monitor the Higher Attainers and Most Able Policy

provision and academic progress made by the HPA and More Able cohorts. The CPD of staff will also be the responsibility of the HPA coordinator.

The SLT coordinator will effectively evaluate the HPA provision annually, in order to critically reflect and identify professional learning. This will include, but not be limited to, a detailed review of Key Stage 4 and 5 outcomes for students, both on a whole-school and department level. This will allow the school to identify and share areas of effective practice within the school.

Heads of Faculty and Heads of Department are responsible for the delivery of a curriculum that will stretch and challenge the HPA and More Able cohorts. They will also be responsible for monitoring the progress of these students, implementing subject level intervention when required.

Classroom Teachers are responsible for monitoring the progress of HPA and More Able students in their teaching classes using summative and formative assessment data alongside their professional judgements.

Equal Opportunities

We will ensure that the HPA and Most Able policy is in line with the UK's Equality Act (2010), further details are available in the school's Equal Opportunity Policy.

Health and Safety

The school's Health and Safety policies will be adhered to

Review

Full Governing Body approval: November 2019
For Review: November 2021