



Holmer Green Senior School

High Prior Attainers
and
More Able Policy

November 2017

High Prior Attainers and More Able Policy, 2017

We believe that 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. All students have individual needs, and it is our aim to put personalised learning at the heart of our teaching. We aim to provide challenge for our students, and an inspiring education that skills them for 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 and 8	An average scaled score of 110 and above	Mathematics and Reading (likely to change)
Year 9, 10 and 11	An average fine point level of 5.0 and above	Mathematics and Reading

At the start of 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 communicate to an adult level-perhaps avoiding their own peer group
- That they show a mature interest in topics outside the curriculum
- That they have a range of interests, some which border on an obsession
- 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 are very able but have limited attention span
- That they easily bored by routine tasks
- That they show strong leadership skills
- That they may be SEND or could be on Autistic spectrum

Responsibilities

SLT Lead	<ul style="list-style-type: none">• Strategically lead on HPA initiatives• Tracking the progress made by HPA students across whole school• Provide support, including CPG to ML and subject teachers• Report to Governors on the progress of HPA students• 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
Middle Leaders	<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
Classroom teachers	<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

	<ul style="list-style-type: none"> • Provide support for the 'whole-child', enabling barriers to learning to be broken down
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

Mark sheets for each teaching class across the school indicate to staff which students are classed as HPA. This information can then be included on teacher's class context sheets to enable a formative dialogue to outline the progress and intervention strategies used to stretch and challenge these students. Seating plans can also be constructed

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. Teaching and Learning Clinics and a weekly HPA CPG strategy email are used to ensure this cohort of staff are catered for.

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. The whole-school RAP initiative allows for targeted intervention for a small group of students in each year group, with each subject area having the responsibility of ensuring a department level RAP is conducted too. Focus on HPA students who are not making sufficient progress is a key element of this intervention strategy.

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, 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 their context sheets to inform targets for each HPA student in their classes. 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.

Senior Leaders use subject assessment data to inform the whole-school RAP intervention strategy, with focus put on each Progress 8 cohort: English and Mathematics; 'E-Bacc' subjects and the 'Open Basket'. Attitude to Learning scores also help use the attainment data as a starting point for intervention.

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 Challenge, the 'ArtsMark' Award and University Visits.

Student Voice will be used to help quality assure the strategic implementation of strategies aimed at supporting HPA students. This will be sought through varying initiatives ranging from the Student Commission to the RAP intervention.

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

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 Opportunitites

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 2017
For Review: November 2019