



More Able (HPA) Policy

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Ownership and Control

History

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1	Ba	May 2018	Approved	Approved by LGB 2 nd May 2018.
2	JBA	June 2019	Pending	Approved by LGB on 13 th June 2019

Intended Audience

Intended Audience	Intended Method of Distribution
All Staff	SharePoint
Students/Parents	SharePoint Drive/Website

Amendment Tracker

No changes were proposed in the June 2019 review of this policy, except that “Community Leaders” are now to be referred to as “Year Leaders”.

INTRODUCTION

Statement of Intent

Harwich and Dovercourt High School is committed to maximising the potential of all of our students. We recognise our high prior attaining (or HPA) students as our more able students and these students have particular needs if they are to achieve success educationally, socially and emotionally. We provide a broad and balanced curriculum which entitles every student to have the opportunity to be involved in education that is appropriate to their needs. We aim to provide our HPA students with an education that challenges, motivates and rewards their ability. This will enable them to fulfil their individual potential and lead happy, fulfilled and successful lives through their education and into adulthood.

Aims

To promote and raise the attainment, motivation and aspirations of HPA students, especially those from disadvantaged backgrounds.

To create a culture of high expectations for students and teachers, and ensure that work is challenging and differentiated at the appropriate level.

To create a challenging and stimulating learning environment which supports HPA students, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

To develop a co-ordinated and coherent programme of learning opportunities, underpinned by a balance of challenge and support. This includes providing students with activities outside the formal curriculum which will develop their thinking and entrepreneurial skills and foster their creativity.

To recognise and meet the social and emotional needs of our HPA students through pastoral support and mentoring, out of hours learning opportunities, timely and high quality careers provision, and links with higher education institutions.

IDENTIFICATION

Criteria

We identify HPA students through end of KS2 school tests:

For students joining the school in 2016 (or later) this is through the average scaled score of the English reading and Maths papers, which must be 106 or above.

For students joining the school in 2015 (or before) this is through a KS2 points score of 30 and above (equivalent to a minimum of 2 level 5's and a level 4).

Within this cohort, we also identify students who are both disadvantaged and HPA.

Once students have been identified they will be placed on a register of HPA students. All staff are made aware of this list through their Go4schools mark books, where HPA students are clearly identified with the letter H.

Where students, in the absence of KS2 data or through rapid and sustained progress, is identified as more able these students will be afforded the appropriate provision set out under this policy.

PROVISION

Teaching and Learning

The heart of effective provision for HPA students is what happens in the classroom. The challenge for teachers is meeting the needs of each individual to ensure that their potential is fulfilled on a day-to-day basis.

- a) setting suitable learning challenges;
- b) responding to students' diverse learning needs;
- c) overcoming potential barriers to learning and assessment for individuals and groups of students.

These principles provide schools and teachers with a range of approaches, which should be explored when planning to meet the needs of HPA students, including:

- extending the breadth and depth of study within individual subjects and planning work which draws on the content of different subjects; and/or
- drawing on materials from later key stages or higher levels of study.

Teachers who are most successful with HPA students:

- plan differentiated activities and questions to extend the core learning tasks;
- look for opportunities to widen the scope of learning activities beyond the school and the classroom;
- encourage students to take risks, to play with ideas and to see failure as an inherent part of problem solving;
- provide differentiated and challenging homework which helps develop creativity and higher order thinking skills and, importantly, is not simply 'more of the same'.
- create opportunities for collaboration with other HPA students.
- create opportunities to identify and respond to areas for improvement, and in doing so to learn to embrace failure, and see getting things wrong as a process to success.
- create opportunities for educational trips and visits to develop talent.
- create opportunities to develop leadership and higher order thinking/organisational skills.
- create opportunities to question concepts to extend understanding, including following teacher feedback.
- are sensitive to the particular difficulties some HPA students face in relationships with their peers and the stress that can be caused by teacher and parental expectation.
- invite students to plan their own work from time to time;
- help students articulate and set their own goals and targets for their work, including how they will evaluate the outcome;
- provide rigorous and constructive commentary on students' work, when and where this is appropriate;
- seek help, where necessary, from colleagues;
- take risks, play with ideas and accept that not everything will be successful.

RESPONSIBILITIES

The role of the Assistant Headteacher (responsible for HPA achievement) will be:

- To implement and monitor an improvement plan for the attainment of HPA students.
- To monitor and evaluate the development of the policy in each and every faculty area, to ensure that adequate provision is made for HPA students and that their progress is regularly monitored.
- To ensure that Subject Leaders and Year Leaders fulfil their responsibilities towards HPA students by regular monitoring and evaluation (on a termly basis).
- To monitor and track the progress of HPA students through the use of learning walks, lesson observations, work scrutiny, progress data and stakeholder feedback.
- To collate and draw from information provided in parent and student voice.

The role of Subject Leaders will be:

- To ensure that departmental schemes of learning and lessons show, differentiation to cater for the varying levels of prior attainment within each class and promote a variety of teaching and learning strategies.
- To monitor the achievement/attainment of HPA students to check that they are on target through the use of data provided by Go4Schools and SMID.
- To monitor that lessons are planned to provide appropriate challenge for HPA students.
- To organise, monitor and evaluate the implementation of intervention strategies which address underachievement in HPA students.
- To monitor setting arrangements and ensure HPA students are taught in appropriate classes to achieve their potential.
- To organise training opportunities within faculty meeting time to discuss new ideas, share materials, develop teaching strategies and extension activities and make links with other curriculum areas and appropriate outside agencies.

The role of Lead Practitioners will be:

- To provide opportunities for staff development, as required, in order to raise awareness and develop skills in developing teaching and learning strategies and providing resources for HPA students.
- To develop and promote appropriate challenge strategies through high quality CPD for all teaching staff.

The role of Year Leaders will be:

- To monitor the achievement/attainment of HPA students to check that they are on target in all identified areas of the curriculum.
- To monitor the achievement/attainment of HPA students to check that they are on target through the use of data provided by Go4Schools and SMID.
- To organise, monitor and evaluate the implementation of intervention strategies which address underachievement in HPA students.
- To liaise with parents, in conjunction with Tutors, over any concerns about under-achievement.

The role of Teachers will be:

- To ensure lessons are planned to provide appropriate challenge for HPA students.
- To implement intervention strategies which address underachievement in HPA students.
- To ensure that lesson and schemes of learning contain class and homework activities that are differentiated to meet the needs of all students (including HPA students).
- To provide students with opportunities to extend their talents/skills by regularly promoting problem solving, open ended and investigative activities.
- To recognise that setting more work for students is not necessarily beneficial. HPA students are more inclined to respond to higher level work that is more challenging, rather than more work of a similar level that is likely to be resented.

The role of Tutors will be:

- To implement intervention strategies which address underachievement in HPA students.