

Netherhall School

An Ambitious, Caring Community



More Able / HPA Policy Statement

Adopted by Netherhall School Governing Body

On August 2023

Signed:  **Neil Watt, Chair of Governors**

Date by which the procedure was last reviewed: August 2023

Anticipated review date: August 2024

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

HPA Definition

High prior attaining pupils. This is defined by a pupil's KS2 data measured against national KS2 data.

Philosophy and Rationale

Our mission is to provide a learning environment of educational opportunity in which each pupil can feel confident, secure and able to find success in their academic, social, moral and personal development.

- We encourage hard work and recognise and reward achievements.
- We recognise that able pupils have specific needs and an entitlement to an appropriate education.
- Our approach is inclusive, recognising a child's right to a broad and balanced curriculum.
- Children should be given the opportunity to develop specific skills and talents.
- Data allows clear understanding of the progress of HPA pupils across the school and allows governors to challenge and question their progress effectively.

Aims

We aim to ensure that all pupils can achieve their potential in all areas of the curriculum by ensuring that there is an efficient system of identification, programmed planning and monitoring. This will be supported, if necessary, by liaison with external support agencies and other educational establishments.

We need to

- Identify a child's needs at the earliest possible stage.
- To involve parents at an early stage and promote parental involvement and partnership in pupils' learning.
- Use a range of identification and assessment procedures for HPA pupils.
- Devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience.
- Increase the level of challenge and expectation for pupils to be at least in line with national expectations.
- Raise pupils' levels of achievement.
- Develop appropriate teaching and learning programs.
- Keep adequate records that follow the child through school which are clear, factual, up-to-date and reliable.
- Track progress of HPA in all key stages to ensure expectations are at least met or exceeded
- Recognise and address under-achievement through appropriate teaching and learning and support programs.
- Give pupils the pastoral support they need to maximise their potential.
- Ensure that teacher marking enables HPA students to improve and deepen understanding and allow extended progress.
- Develop extended writing skills.

Identification

More able pupils are identified through teacher assessment and judgement in conjunction with performance in KS2 national assessments. This professional assessment is carried out through:

- Analysis of information from primary schools.
- Teacher observation in a range of learning contexts, both in and out of the classroom.
- Discussion of pupils with colleagues.
- Discussion with the child.
- Collation of evidence (i.e. individual pupils work).
- Subject-based checklists.
- Analysis of key stage assessments and CAT scores.
- Analysis of GL transition and progress assessments of KS3 students.

Provision

The 9-1 GCSE curriculum has been adapted to provide an increase in challenge which allows pupils to further develop and enrich their understanding of subjects beyond previous expectations.

- Teachers routinely adjust planning to provide sufficient stretch and challenge for HPA.
- Curriculum time is increased for core subjects to allow deeper understanding of topics taught.
- The highest expectations are set throughout the key stages for HPA.
- Opportunities to CPD for HPA in all subjects.

Opportunities for extension and enrichment are included in all planning.

We aim to:

- Create an ethos where it is good to be academically talented and hardworking.
- Encourage all pupils to become independent learners.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and achievement.
- Use a variety of whole school opportunities.

In recognising student achievement, the school will:

- Use praise both verbally and in marking.
- Award achievement points through SIMS.
- Write to parents / carers, informing them when their child is recognised as a star learner or has received a Certificate of Achievement in each subject and key stage fortnightly.
- Present awards in year assemblies to the pupils recognised for making the most progress in each subject.

- Display photographs and awards of student achievements throughout the school premises.
- Include achievement related articles on the school's Facebook page and within the school newsletter each half term.
- Inform parents / carers when staff have nominated students from different curriculum areas in the weekly 'Friday Forum'.

Acceleration

In the classroom, we understand the importance of establishing what prior knowledge, understanding and skills pupils have, so as to avoid unnecessary repetition of work.

We encourage the use of a variety of resources, ideas, methods and tasks.

We encourage pupils to reflect on the process of their own learning and to understand the factors that for them have aided progress.

The following strategies are employed where appropriate:

- Varied and flexible pupil groupings, sometimes allowing the HPA pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups.
- Differentiation by task (including differentiated homework).
- Differentiation by outcome.
- Setting individual targets.

Outside of the classroom, we aim to provide:

- A wide range of extra-curricular activities and clubs, within the school and cluster wide.
- Enrichment weeks, local, national and international trips.
- Where possible, the use of outside agencies for training and provision.

Monitoring the effectiveness of this policy

The school's success in meeting the needs of HPA pupils is evaluated using the following indicators:

1. Records of individual pupil progress.
2. Attainment and Progress 8.
3. Pupils' comments.
4. Parents' comments.
5. Feedback from subject and class teachers.
6. OFSTED inspection reports.

Each half term, HPA students will be monitored against their expected grade, as defined by national testing at KS2. Where a child or group of children are not meeting expectations, it will be necessary to apply intervention. HODs should use the prepared termly data analysis process to determine if HPA students are meeting expectations within their subject. This should be discussed within department meetings and the strategy to improve outcomes should be shared with departmental line managers.

Where a student is underachieving across a number of subjects, it may be necessary for HOYs to intervene and form discussions with the student and / or parent.

SLT will overview the performance of HPA students half termly and intervene when necessary.

Appendix

Definition

More Able Pupils are those who demonstrate a significantly higher level of ability than most pupils of the same age in one or more curriculum areas, or in any of the following:

- Physical talent.
- Artistic talent.
- Mechanical ingenuity.
- Leadership.
- Intelligence.
- Creativity.

(Eric Ogilvie 1973).

It is worth remembering that gifted pupils can be:

- Good all-rounders.
- High achievers in one area.
- Of high ability but with low motivation.
- Of good verbal ability but having poor writing skills.
- Very able, but with poor social skills.
- Keen to disguise their abilities.

(Deborah Eyre 1993).

More able pupils are those 'who achieve, or have the ability to achieve, at a level significantly in advance of their peer group. This may be in all areas of the curriculum, or in a limited range'. (Eyre 1999).