

# High Prior Attainers and More Able and Talented Policy

Hampton College



<b>Policy last reviewed:</b>	<b>March 2022</b>
<b>Next review due:</b>	<b>March 2025</b>
<b>Ratified by:</b>	<b>Local Governing Body</b>

## 1. Aim

This school provides an environment in which all young people are encouraged and supported to achieve their maximum potential. We recognise that pupils have different abilities, talents and learning needs, and we plan and organise the formal and informal curriculum to meet this range and to raise standards for everyone. This policy focuses on the particular needs of our High Prior Attainers (HPA) and More Able and Talented pupils. The policy includes:

- Definition and Curriculum
- Identification
- Strategies
- Monitoring

## 2. Definition and Curriculum

### Definition:

**More Able students** are identified from their KS2 data. Students have been classified as HPAs based on a standardised score of 110 and above in both English and Maths. Where data is unobtainable, students complete Cognitive Abilities Tests (CAT) testing to ascertain a standardised score; this is then used as a proxy for their KS2 data. The More Able (MA) students have made progress and attainment that significantly exceed their age and related expectations at KS2.

At Hampton College, our MA students are expected to make high levels of progress, achieving grades 7-9 in their GCSE subjects. These students are regularly tracked and monitored to support their progression.

**High Prior Attainers** are the cohort of students who achieved a standardised score of 110 and above in either English or Maths and as such have a combined Fine Points Score of 5.00 and above.

Some of our more **Talented** pupils are identified specifically by individual departments and do not necessarily come under our HPA or MA remit. This identification relies on teacher assessment using information from a range of data and feedback sources, dialogue with parents, and self and peer identification. These can include more creative, artistic or physical aspects. The celebration of all achievement forms a regular part of our school life.

### A whole school approach

We have a supportive ethos which promotes high self-esteem, and which aims to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences. Meeting the needs of any group of young people benefits all our pupils, through the promotion of a positive ethos. The pupils defined above require enriched and extended opportunities across the curriculum to develop their ability in one or more areas. However, these opportunities will be open to all.

### At department level

Ability and talent may be shown in many ways including academic, practical, creative, artistic, social, musical and in sport. By improving the quality of learning and opportunities for these pupils, we develop pedagogy and practice which will, through dissemination and sharing of good practice, raise standards of achievement for all. Heads of Department (HoD) may define a range of Quality First Teaching strategies which can be used to support and stretch the More Able and Talented (MA&T) in their area. Individual subjects may use their own rationale to define a student who shows exceptional progress within their subject.

## The formal curriculum

Teachers in this school have developed Schemes of Work in each area of the curriculum. Lesson planning takes place to ensure every pupil is challenged through differentiated activities and learning outcomes. Work in ability-linked groups is used when appropriate. Extension and enrichment work is provided to extend the MA and pupils are carefully monitored and assessed to ensure that progress is being made. Our pupils are encouraged to explore different learning styles and intelligences, and to develop skills-based learning and independent learning skills.

## The informal curriculum

This school promotes and encourages a range of opportunities and activities which support and extended learning and the development of talents and abilities. These include developing personal skills and social responsibility through the School Council and peer mentoring schemes. Out of school hours activities take place on a regular basis, including Further Maths. Pupils with an interest or talent in music have a wide range of groups to join, and a range of sporting activities is encouraged to develop these talents, and to encourage pupils to represent the school at local and national events.

### 3. Identifying High Prior Attainers and More Able and Talented students

The students who are monitored centrally are defined as follows:

- Key Stage 5 - Average Point Score 50+ in Year 11 (excluding BTEC)
- Key Stage 4 - HPA and MA
- Key Stage 3 - 110+ Standardised Score in Maths and English
  - UPDATE: the 2020 pandemic saw no standardised tests completed for our current Year 7 and 8 cohort. As such, these year groups completed CAT where an average score of 115+ is used as a proxy

Some students are only monitored at department level if they do not fall into one of the categories above:

- MA&T) - as defined by individual departments' criteria for their subject
- As included on individual departments' registers

### 4. Strategies to enhance opportunities for all pupils which benefit HPA and MA&T pupils

These may include the following:

- Classroom organisation and grouping/target grouping
- Setting where/if appropriate
- Opportunities to focus on particular activities to develop knowledge and skills
- Independent and resource based learning opportunities
- Extension and enrichment learning activities
- Appropriate resourcing including reference materials and ICT
- Encouraging thinking skills, higher order learning skills, skills-based learning, creativity, different learning styles, multiple and emotional intelligence
- Working with/activities with older pupils where appropriate or feasible
- Peer mastery tutoring
- Opportunities beyond the classroom, and out of school hours learning opportunities
- Partnership working with other schools, colleges and businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for pupils
- Mentoring and pastoral support

- Monitoring, assessment and providing feedback; regular reviews to ensure that appropriate support is provided
- Celebration at whole school level; nurturing and recognition
- Parental contact

### 5. Monitoring and Review

Individual departments regularly monitor the progress of students who are identified as MA. Departments are provided with detailed analysis of Year 11 HPA students. This is used to support individual teacher intervention and whole department intervention. This can include, but is not limited to, 1:1 support, personalised revision invitations and master classes.

HoDs are provided with a breakdown of their MA and HPA exam results to inform their exam reviews and support planning. HoDs also provide audits of review for each academic year to evaluate the provision of the MA for KS4 within their department.

Hampton College is committed to developing staff skills and provide new research on proven pedagogy to enhance provision. As such, all staff have access to our National Association for Able Children in Education (NACE) membership and can access resources, research, free-webinars and much more. New staff complete training and we continue to disseminate good practise through CPD.

This school recognises that provision needs to be dynamic and flexible to meet changing needs.

### Policy review

This policy is reviewed every three years, or sooner if there are statutory guidance updates in the light of feedback from teachers, pupils and parents.

