

# HAMPTON COLLEGE:

## HIGH PRIOR ATTAINERS AND MORE ABLE AND TALENTED POLICY (Secondary Phase)

### AIMS AND PRINCIPLES

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 curricula to meet this range and to raise standards for everyone. This policy focuses on the particular needs of our More Able and Talented pupils and our High Prior Attainers. The policy includes:

1. Definition and Curriculum
2. Identification
3. Strategies
4. Monitoring

### 1. DEFINITION AND CURRICULUM

#### **Definition:**

The students who are monitored centrally are defined as follows:

- Sixth Form - Av Point Score 50+ in Year 11 (excluding BTEC)
- Year 11 - High Prior Attainers
- Year 10 - 5s in both Maths and English KS2
- Years 7-9 - 110+ Standardised Score in Maths and English

The students who are only monitored at department level are as follows:

- More Able and Talented - as defined by individual departments' criteria for their subject
- As included on individual departments' registers

#### **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 required enriched and extended opportunities across the curriculum in order 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 different ways including academic, practical, creative, social, musical and in sport. By improving the quality of learning and opportunities for more able and talented pupils, we develop pedagogy and practice which will, through dissemination and sharing of good practice, raise standards of achievement for all pupils. Heads of Subject will define a range of Quality First Teaching strategies which can be used to support and stretch the most able and talented in their area.

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**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 more able 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. 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.

### 2. IDENTIFYING HIGH PRIOR ATTAINERS AND MORE ABLE AND TALENTED STUDENTS

**High Prior Attainers** are identified from their KS2 data. For students who completed their KS2 SATs prior to 2015, data was obtained using levels: a level 5 in both English and Maths has been used to identify such students. Students completing their KS2 SATs after this date 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 CAT testing to ascertain a standardised score; this is then used as a proxy for their KS2 data.

**More Able and Talented** pupils are identified specifically by each department. This relies on teacher assessment using information from a range of data and feedback sources, dialogue with parents, and self and peer identification. The celebration of achievement forms a regular part of our school life.

High ability may be masked by disaffected behaviour or by limited experiences. Some more able and talented young people may choose to underachieve and this poses problems in identifying what they are capable of achieving. Abilities may be hidden by poor performance in basic skills - for example, where an ability to think creatively is not matched by an ability to express those thoughts through language or writing.

### 3. STRATEGIES TO ENHANCE OPPORTUNITIES FOR ALL PUPILS WHICH BENEFIT HIGH PRIOR ATTAINERS AND MORE ABLE AND TALENTED 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

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- 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

In addition, departments will design a list of appropriate subject specific QFT to support more able and talented pupils within their subject.

#### **4. MONITORING AND REVIEW**

This school recognises that provision needs to be dynamic and flexible to meet changing needs. This policy will be reviewed and updated annually in the light of feedback from teachers, pupils and parents. The NACE Challenge Framework and More Able and Talented Action Plan for the relevant year will be used to inform this process.