

Brixham College

Higher Prior Attaining Students Policy

December 2020

Date adopted	December 2020
Prepared by	Amy Watts, Assistant Principal
Ratified by	The Trustees
Review Date	December 2022



A Values Led College

Introduction

Aim

To ensure that all Higher Prior Attaining students are challenged and supported to reach their potential.

Objectives

- To ensure that all HPA students throughout the College, including disadvantaged make good progress.
- To ensure that all HPA students, including disadvantaged, achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of HPA students.
- To provide challenging teaching that stretches and inspires HPA students.
- To accurately assess and track the progress of HPA students so that focused interventions can be used where necessary to support progress.

Definition

The definition of our Higher Prior Attaining students are...

- all KS3 and KS4 students who achieved a scaled score of 106 and above in both English and Maths at KS2
- all KS5 students with an average GCSE point score of 48 and above

Roles and responsibilities

The Assistant Principal, Amy Watts will:

- create a database of HPA students
- monitor and track the progress of HPA students and the progress of key groups within the more able cohort
- work with faculties and pastoral staff to put in place appropriate interventions for HPA students and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of more able pupils are narrowing
- monitor and track the appropriateness of the curriculum [and destination choices] of HPA students
- coordinate the provision of extra-curricular and enrichment opportunities for HPA students
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for HPA students
- work with the relevant staff to ensure that the teaching of HPA students is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of these students
- keep staff informed of research, good practice and resources on effective teaching of HPA students

The Assistant Principal, Amy Watts is responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students.

It will be the responsibility of senior leaders to report on the following information at SLT meetings and the College Trustees:

- data on Progress and Attainment
- evidence of impact of intervention, for example case studies, views, projects, surveys, meetings etc.

Targets

All HPA students will be set targets that challenge them to make at least more than expected progress. Students are given an Attainment 8 + 1 target set from their KS2 Maths and English mean scaled score.

The Brixham College assessment criteria across all Key Stages has ambitious challenge for the HPA students as progress is steeper at the top end.

Curriculum

All HPA students will have access to a broad and balanced curriculum that prepares them effectively for the future.

- A robust advice and guidance process takes place in Year 9 where students are given their option choices. HPA students are counselled if their option choices lack stretch and challenge
- HPA students are encouraged to take the full EBACC as part of their option choices

All HPA students will have access to a range of extra-curricular and enrichment activities beyond the classroom that allow them to develop and pursue their interests through the Personal Development Curriculum.

Teaching

All HPA students are stretched through challenging teaching in the following ways:

- grouping of students within the classroom
- teaching that unpicks the deep structure of problems
- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and ability to connect beyond immediate context
- tasks that encourage extension and synopsis
- opportunities and resources for pupils to access knowledge at the next level
- study of methodology

- unscaffolded tasks
- higher-order questioning
- convergent and divergent thinking.
- A Mastery curriculum that deepens knowledge, skills and understanding

All teachers will be able to highlight HPA students in their seating plans through ClassCharts. HPA students will be a focus when conducting work scrutiny. PLP, and Faculty Reviews concentrating on the stretch and challenge of our HPA students.

Assessment

Assessments for HPA students allow them to build the knowledge and skills necessary for high performance. Therefore assessment for students is:

- synoptic and varied, preparing students effectively for synoptic examinations
memory-based, preparing students effectively for extended recall
- assessment criteria focused, preparing students for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in College.

Tracking and intervention

As part of our College tracking procedure, all HPA students are identified at every assessment point as performing above expectation, at expectation, or below expectation. This therefore means...

- all HPA students will monitored and tracked for gaps in the following sub groups... HPA / PP, Boys, Girls and across subject areas.
- all HPA students will be tracked on their Progress 8 score, English and Maths Match and Ebacc
- all HPA students will be tracked through the Progress Health Check Meetings

Building aspiration

We ensure that our HPA students are prepared to achieve their ambitions in the following ways:

- all students are given the opportunity to attend IAG, Careers and Sixth Form events at the College
- all students are given the opportunity attend enrichment activities that inspire, such as University Visits.
- all students will be offered suitable and ambitious Work Experience

