



HOE VALLEY SCHOOL HIGH ATTAINERS POLICY

Person Responsible: High Attainers Lead
Date Adopted: September 2017
Date of last review: N/A
Date of next review: September 2018

1. INTRODUCTION

The progress of High Attainers is a major focus for HVS. The SDP for 2017-18 identifies the progress of all students towards their target grade to be an area of focus and specifically mentions the need to:

Quality assure the provision for HAs regularly and robustly, particularly with the pilot HA group in Year 9.

Ensure disadvantaged students who are also HAs are a key focus group.

The aims of this policy are to:

- Ensure all staff are aware of the definition of a High Attainer and a Rising Star
- Ensure all staff know where to find information about High Attainers and Rising Stars in the classes they teach.
- Ensure all staff know how the process for quality assuring the provision for High Attainers and Rising Stars will work.

2. DEFINITIONS

There are two distinct groups of students to whom this policy refers:

High Attainers (HA Students)

These are students who have either (in Year 9) achieved a National Curriculum average points score of 30 or above in their KS2 SATS, or (in Year 7 and 8) achieved an average point score of 110 or higher based on their KS2 English and Mathematics SATS. In Year 9, this group is defined by the DfE and their progress in comparison to the inverse sub-group will be a key measure against which we are assessed by OFSTED during an inspection. In Year 7 and 8, we have chosen the criteria for High Attainers.

Shooting Stars

These are students who are not HA students as defined by the DfE or HVS but have been identified as potential high achieving students by HVS staff, either because of their potential in a specific subject, or because they achieved Level 5 in either one of their KS2 SATS (Year 9) or a score of 110 or above in one of their KS2 SATS (Year 7 and 8). Students who are Shooting Stars due to their SATs grades will be centrally identified. These are students who have been identified as Rising Stars in 5 subjects.

The member of staff overseeing HA provision will collate the Rising Stars data and identify shooting stars from this.

Rising Stars

For other students, Heads of Faculty should discuss with their teams which students have potential to achieve Grade 8 or higher in a GCSE in their subjects, these students should be identified as Rising Stars.

3. IDENTIFICATION OF STUDENTS

Staff can find information about HA students and Rising/Shooting Stars in the following ways:

- Central List: HA students, Shooting Stars and Rising Stars are noted on the central HA list, available on G Drive.
- Individual department lists: A faculty who has identified a student as a Rising Star should pass this information to the HA lead and must also ensure that this is noted on seating plans within the faculty. This data must also be recorded in Green Folders within the faculty in question.
- The staff room: One board in the staffroom will have a display showing the School's HA students and whether they are on, above or below target on average across their subjects.

4. RESPONSIBILITIES

Teaching staff are expected to ensure their HA students and their Rising/Shooting Stars are consistently challenged in their lessons. This year, the focus has shifted from the additional challenge tasks to the lesson content itself. Staff must ensure that HA students and Rising Stars are encouraged onto red tasks in lessons and that these red tasks are sufficiently challenging in order to fully stretch these students. It may be, at times, that HA and Rising Star students need additional support in order to ensure they are performing at an appropriate level. Support should be provided in lessons to ensure these students are scaffolded towards their target grade, just as it would be for lower attaining students.

Heads of Faculty, Heads of Year and Line Managers must ensure that HA students and Rising/Shooting Stars are a recurring item on meeting agendas in order to maintain the high profile of these students across the school.

Teaching staff are expected to have HA students and Rising/Shooting Stars identified on their seating plans in order to ensure their progress is an area of focus. While the primary focus for any TAs in lessons should be EHCP students, at times it may be appropriate to direct a TA to work with an underperforming HA or Rising/Shooting Star. Teaching staff must also ensure that, when necessary, HA students and Rising/Shooting Stars are noted on intervention reports.

At the end of each assessment period, Heads of Faculty and Heads of Year should analyse data for their area of responsibility. As well as comparing how PP/SEND/LAC students have performed in comparison to the inverse subgroup, HA and Rising/Shooting Stars' data should be carefully analysed in order to track their progress and identify any areas of concern. These data reports should be shared with SLT line managers in line management meetings and also

with the member of staff overseeing HA provision, who will compile the HA data into one report.

5. QUALITY ASSURANCE

Every other week the member of staff responsible for HA provision will conduct a learning walk around school. This will not be announced in advance. The purpose of this will be to gain a snapshot of the stretch and challenge provision for our HA students and Rising/Shooting Stars across the school and to provide an opportunity for best practice to be identified and shared with the rest of the teaching team. These learning walks will not be recorded using the learning walk letter but instead a WWW/EBI report will be written and shared with SLT/teaching staff in order to ensure everyone is aware of the quality of HA provision across the School.

The member of staff responsible for HA provision will conduct a half-termly student voice meeting to get snapshot feedback from these students about the level of challenge in lessons.

The feedback from both learning walks and student voice will be added into the SEF each half term.