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# HOE VALLEY SCHOOL HIGH ATTAINERS POLICY

Person Responsible: Assistant Head Teacher  
Date Adopted: September 2017  
Date of last review: Summer 2020  
Date of next review: Summer 2021

## 1. INTRODUCTION

The aims of this policy are to:

- Ensure all staff are aware of the definition of a High Attainer
- Ensure every faculty has identified the High Attaining students in each year group for their specific subject, and has a clear plan for those High Attaining students that has been communicated to the HA lead member of SLT
- Ensure all staff know where to find information about High Attainers in the classes they teach
- Ensure all staff know how the process for quality assuring the provision for High Attainers will work

The key takeaway message is that continuous academic progress for all students within the school is our main focus. By identifying and working with HA students at the earliest opportunity, we can ensure that the top students within each year group are maximising their potential and achieving to the very best of their ability, whereby they will serve as the front runners in each year group and help to maximise the progress of all students within the school.

A truly holistic approach will see constantly adapting and evolving measures put in place, working with an increasing number of students within the school. This approach begins not in KS4, but straight away in Year 7 and is maintained and developed as students make their way through the school.

## 2. IDENTIFICATION OF STUDENTS

The HA lead member of SLT will schedule a meeting during the first term of each academic year (as early as is reasonable to identify the students in question) with person within each faculty responsible for HA students (either the HoF or a specifically identified member of the faculty).

As a general rule, High Attaining students will be those students who would be given a target grade of 8 or above at GCSE. This is likely to be approximately 10% of the cohort within each subject.

At this meeting the following items will be discussed:

- Identification of High Attaining students in each relevant year group. This should be informed by, but not exclusively based on, any historic data available (such as KS2 data, any internal assessment information, previous identification as a HA student etc.)
- On-going plans and provision for HA students within the faculty. Potential items to be discussed could include, but are not limited to: extra-curricular trips and opportunities, tailored learning opportunities, individual and group projects etc.
- Monitoring the progress of the HA students

These items will be reviewed in termly increments throughout the year, along with potential additions to the HA register.

It will be the responsibility of the pre-identified member of each faculty to ensure that all of the teaching staff are aware of, and catering for the development and progression of, the HA students within their class.

### **3. STUDENTS IDENTIFIED AS HIGH ATTAINING IN MULTIPLE SUBJECTS**

Those students who are identified as High Attainers in multiple subjects will be monitored centrally by the HoY for their Year group as part of the monitoring procedure, reporting to the HA lead member of SLT on any HA specific issues.

Those judged to be the top 3 members of each year group will be put forward to join a student voice for HA students. This group will meet once a term with the HA lead member of SLT to discuss the student perspective on the provisions put in place by each subject, along with any suggestions, requests or adaptations that the students wish to be considered for implementation.

This student voice will also be combined with:

- Assemblies specifically for HA students at key points of the year (can involve multiple year groups)
- A mentoring programme by older students of those in younger year groups
- HA students identified on a central register and on display within the staffroom

In addition a group of 12 year 9s from HVS will be working with 'the Brilliant club' during the first half of the academic year 2020-2021 on a project monitored and supported by an external mentor under the supervision of the HA lead member of SLT and HoY 9. The focus of this organisation is social mobility and access to further education, which is incorporated into the selection of the students involved.

Should this prove to be a success, HVS will increase the number of students taking part in the second part of the academic year and include more year groups in the project.

### **4. RESPONSIBILITIES**

Teaching staff are expected to ensure their HA students are consistently challenged in their lessons. Staff must ensure that HA students 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 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 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 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 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 students' 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 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 feedback from both learning walks and student voice will be added into the SEF each half term.