



**Ormiston
Sheffield**
Community Academy

Higher Prior Attainer (HPA) Policy

Policy reviewed: October 2019

Next review due: October 2020

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1. Vision

Ormiston Sheffield Community Academy is committed to an inclusive vision that will transform learning, extend opportunity, raise aspirations and standards, and place it at the heart of the regeneration of its community. The academy takes a student centred and personalised approach to learning which recognises and values the skills and talents of each individual.

2. Beliefs and values

We believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

We are committed to providing a sufficiently challenging curriculum for all students. In addition, we will provide opportunities to identify and in turn nurture those who are identified as Higher Prior Attainers.

All students have an entitlement to the following:

- Staff commitment and training to develop students' full potential at all times
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson
- Courses that lead to examinations and accreditation
- Skilled, well prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those students identified as more able
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and counselling, visits to local industry, work experience and community service.

3. Identification

KS2 assessments are used to identify our HPA students. In the academic year 2019-2020, students in Years 7-10 have achieved an average of 110 or higher in reading and maths. In Years 11-13, students have achieved an average of level 5 in reading and maths.

- Information from any previous school and notable from primary schools for transition purposes.
- Internal and external assessment testing
- Prior attainment at primary school (KS2 SATS)

4. Arrangements for Co-ordinating Provision

Learning and teaching

- Schemes of learning are planned by curriculum leaders to include specific enrichment material and ideas on a module-by-module basis
- An awareness amongst all staff of their role in the identification of HPA students, based on subject-specific criteria and the need to make the curriculum sufficiently challenging
- A Higher Prior Attainment Leader works with teachers across subjects to develop pedagogy for our most able students through a HPA Teaching Forum
- The encouragement of students to enter local and national events, including residential courses and competitions
- Opportunities for HPA students to work together

- Recognition, celebration and rewarding of achievement of all students
- Leadership opportunities for HPA students to develop confidence and skill

Intervention

- The effective assessment of students' potential and performance
- An audit and development of enrichment and extension opportunities provided by the wider extra-curricular programmes, led by the HPA Leader
- The provision of discreet pastoral care (where required) on an individual basis
- Intervention for underachievers
- Feedback to parents via Progress Reports and Parents Evenings.
- Close liaison by the academy with external support agencies and the home
- SLT mentoring

Monitoring and evaluation

- The identification of a key link person in each faculty/curriculum area to liaise with the HPA Leader
- The regular monitoring and reporting, to HPA Leader, of individual student performance
- The tracking of student progress by the HPA and SLT Lead
- Mechanisms to identify and address underachievement.

5. Responsibilities

Curriculum leaders

- To provide schemes of learning that contain enrichment/extension material for identified students
- To ensure that teachers have registers that recognise who has been identified as HPA
- To ensure that the enrichment/extension material is being used by subject teachers.

HPA Leader

- To track the performance of Higher Prior Attaining students across the curriculum and ensure that a range of intervention strategies are in place to support student achievement.
- To co-ordinate rigorous and sustained systems of tracking to ensure all Higher Prior Attaining students are supported in achieving their potential.
- To ensure adequate provision across all curriculum areas to provide stretch and challenge for Higher Prior Attaining students.
- Assist in co-ordinating effective interventions to support learning

Assistant Principal

- To work with the HPA Leader to oversee process and activity
- To include items concerning provision for HPA students on meeting agendas.
- To use assessment and tracking data to focus resources

6. Evaluation

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress.

The responsibility for evaluation will fall to the HPA Leader, who will report directly to the Senior Leadership Team. Results of evaluation will be discussed regularly at senior team meetings and shared with appropriate academy staff and the governing body.