



**Ormiston  
Sheffield**  
Community Academy

# **Higher Prior Attainer (HPA) Policy**

**Policy reviewed: October 2020**

**Next review due: October 2021**

**M. Garcia**

## **Vision**

Ormiston Sheffield Community Academy is committed to raising the aspirations and achievements of the young people it serves through a challenging and engaging curriculum, and through the wider enrichment opportunities the academy has to offer.

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, and encourage learning
- Recognised courses that lead to examinations and accreditation
- Skilled and informed teachers who have a perspective and understanding of whole-school needs, problems and policies
- Opportunities beyond the classroom which widen the cultural capital and their understanding of the social and political world around them.

## **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. In 2020 we will be using GL test results and subject baseline measures to identify potential HPA students. We also refer to information from any previous school/primary schools for transition purposes.

## **Arrangements for supporting provision for HPA students**

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 Staff development programme which includes Teaching Forums which look at HPA best pedagogical practice based on evidence based research
- 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.

### **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.

#### **SLT**

- 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

### **Evaluation**

As with all our school policies we reflect and review on our HPA provision on a regular basis in order to respond to the changing needs of both of cohort and of individual students