KS2 High Attaining Students Policy (HAS)

Rationale:
In each lesson teachers are expected to know their students’ status as Low Attaining, Middle Attaining or High Attaining, based on KS2 data, and differentiate accordingly. Although they can still be of value to students and departments, ‘tag on’ type enrichment (trips and visits, special projects etc.), the stretch, challenge, learning and progress during day to day lessons of all students is the main focus. Similarly, a Faculty / Subject-specific register will not be centrally collected and maintained, however individual curriculum areas should keep their own register of exceptionally able students in their subject for their own use. The Academy will ensure that the progress of the most able is carefully tracked, that expectations are high for them and that support is available if they are not meeting their potential.

Summary
- Terminology ‘Gifted and Talented’ now replaced with ‘High Attaining Students’ (HAS)
- No longer a subject specific register or general enrichment trips, projects (and similar), unless organised by Departments / Faculties
- HAS = students with KS2 Level 5 average point score (APS 30+) – also any others deemed appropriate to include (e.g., from CATS data etc.)
- All teachers responsible for HAS provision in lessons
- HoF/HoS, Learning Directors and Lead Person for HAS will analyse SIMS data – intervention (at subject and whole school level) will be provided for underachieving HAS, or HAS making limited progress

HAS can expect:
- To be informed that they are HAS and to receive an explanation of what this means
- For each lesson to contain a task/tasks suitable for HAS to feel stretched and challenged
- To know and understand steps they need to take to improve their attainment in all subjects
- To have appropriately challenging target levels/grades in all subjects, and know the steps needed to work towards the targets
- To have their attainment and progress monitored by classroom teachers, Subject Leaders, their Learning Director and the Lead Person for HAS
If underachieving, or failing to make progress, HAS can expect further intervention and monitoring as appropriate
- All staff to work together to ensure that HAS have the opportunity to fulfil their potential
- Support and guidance for university entrance

Parents / Carers can expect:
- Regular communication regarding HAS provision throughout the year, informing them of what HAS status means, our expectation and how they can support. As required, parental information sessions may be held, and a dialogue with parents may be maintained through electronic means (website, special email address etc.)
- Half termly updates to inform them if their child is on track to achieve what they are capable of achieving

Responsibility of ALL subject teachers:
- Promote the ethos of high expectation
- Ensure awareness of all students with HAS status in classes taught (use of data-rich seating plans is noted as excellent practice)
- In lessons, HAS should be catered for in terms of stretch and challenge, monitoring of progress etc. as part of the lesson’s differentiation (which on the whole should be differentiation by task)
- Ensure that SIMS data is accurate, so that analysis of HAS attainment is accurate
- Respond to HoF/HoS, LD, Leader of HAS or ALT requests relating to HAS data, provision or monitoring as appropriate
- Following on from GCSE and Sixth Form results, analyse the attainment of HAS in relation to predictions etc. – concerns to be raised and acted upon as appropriate
- Attend relevant CPD
- Establish specific interventions for underachieving HAS

Responsibility of Heads of Faculty/Leaders of Subject:
- Ensure that staff within departments are aware of students they teach with HAS status and understand the meaning of this and how to cater for HAS in lessons – provide any support, intervention, explanation or CPD as appropriate
- Take account and comment on HAS provision, attainment and progress in lesson observations
- As appropriate, and as part of the QAF agenda where instructed, analyse the progress of HAS in relation to SIMS data (or other data if available) – any relevant action points to then be set and monitored by ALT link
- Following on from GCSE and Sixth Form results, analyse the attainment of HAS in relation to predictions etc. – concerns to be raised and acted upon as appropriate
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- HoF/HoS should devise a subject specific register of the most able/high potential students specific to their subject and share with their department and utilise as appropriate (or give responsibility to a faculty member to administer this - NOTED AS GOOD PRACTICE)
- HoF/HoS should arrange enrichment activities (e.g. trips, special projects etc.) to help motivate, stretch and challenge HAS (or give responsibility to a faculty member to administer this – NOTED AS GOOD PRACTICE)
- Ensure all targets set (KS3-KS5) are appropriately challenging for HAS
- Respond, as appropriate, to requests from Lead Person for HAS for information or action points in relation to HAS, most specifically in relation to raising the attainment of underachieving HAS
- For leaders of Maths and English, ensure HAS form part of the KS3-KS4 intervention lesson programme

Responsibility of Learning Directors:

- As part of data analysis (Pastoral Pathways) identify and monitor HAS within their year group
- Identify any underachieving / non-progressing HAS within their year group – report any concerns to Lead Person for HAS and relevant HoF/HoS
- Work with Lead Person for HAS in establishing appropriate intervention strategies for underachieving / non-progressing HAS within the year group. If underachievement or lack of progress is determined to be routed in predominantly pastoral issues / problems, LD may take charge of the intervention and monitoring, involving other agencies or Achievement Tutors if appropriate

Responsibility of Lead Person for HAS:

- Use KS2 prior attainment data (and any other significant data) to identify the cohort of HAS – typically these named pupils will be those arriving at Wellacre with a Core Average Level 5 / Average Points Score of 30+
- Use KS4 data to identify students with a ‘B’ grade average to determine HAS status at KS5
- Communicate an up to date list of HAS to teaching staff, at least annually (Autumn term), and at subsequent intervals throughout the academic year if alterations are made
- Communicate with parents of HAS (Autumn term letter as starting point), informing of what HAS status means, our expectation and how parents can support. As required, parental information sessions may be held, and a dialogue with parents may be maintained through electronic means (website, special email address etc.)
- Liaise with data management team to enable identification of non-progressing / underachieving HAS at KS3 and KS4 – communicate names as appropriate to teaching staff. KS5 under-achieving HAS to be identified and methods of intervention to be discussed and implemented through liaison with KS5 management team
- HAS still working at a L5 at the end of Y8 in Core Subjects to be identified at the start of Y9 – monitoring and intervention to begin Autumn term Y9
♦ Arrange, via curriculum areas, monitoring and intervention of non-progressing / underachieving HAS at KS3, KS4 and KS5 (for example, mentoring, parental meeting, motivational exercises, specific careers talks etc.) – parents to be kept informed at all relevant stages

♦ Following on from GCSE and Sixth Form results, analyse attainment of HAS in relation to predictions etc. – concerns to be raised and acted upon as appropriate

♦ Liaise with Learning Directors, Curriculum Leaders and Achievement Tutors as and when appropriate.