

Archbishop Beck Catholic College



High Attaining Pupil Policy

Art, DT Fashion and Food Departments

How is the progress of HAPs students monitored within the department?

The Art, DT, Food & Fashion department works closely with other departments in the college to address issues that high achieving students face, and to share good practice. Student work is monitored using the college assessment data, the students are also tracked using the assessment guidance from the examination board. The students all have a target grade which is recorded at the front of their folders/books. Department assessment monitoring is used for each teaching group so any underperforming students will be picked up and intervention put in place. Parents are contacted in these cases to involve them in any interventions.

Strategies used within the classroom for HAPs students

Regular use of questions found in past exam papers. Differentiation - Extended reading materials and resources with different levels of tasks to challenge all students and high achieving students.

Grouping - When grouped on ability, the targets for the different groups are levelled (more challenging targets for upper achievers). When groups are set with a mixture of abilities the upper achievers will be supporting other students/upper achieving student takes on the role of group leader.

Exemplar work - If a student has achieved full marks/near perfect marks in an assessment we request permission to distribute the assessment to other students in the class and ask other students to highlight the information that they could have included in their own answers.

(Modelling) Homework - Ensuring tasks are differentiated with a balance between structure, guidance and task difficulty. Promote independence within the subject - Allowing students to have some choice in the way in which the task is approached by encouraging students to set their own targets, giving students the opportunity to assess/evaluate their own work. Within this subject there are opportunities for HAPs students to conduct independent research. This is supported and encouraged.

Students will be readily challenge through questioning, they will be targeted within each lesson to draw out more in-depth answers to the whole class questions. This will encourage deeper thought and show a more sophistication in their responses. They will also be used as lead learners when in practical lessons to demonstrate to other students what to do next for example, using the sewing machine assisting students. Demonstrations to the class. Differentiation within lessons.

How does the High Five lesson plan impact on the learning and progress of HAPs students?

The high five lesson allows students to reflect on previous lessons and what has been learned, HAPS students can participate in any modelling by assisting the teacher or doing the demonstrations. Detailed next step verbal and written feedback. Challenge through task and questioning and finally by allowing independence in the form of lead learner and teaching.

The high five lesson provides structure with the teaching environment. Consolidation at the beginning of teaching sessions is carried out to review and challenge previous learning. Challenging tasks form part of the teaching sessions. Feedback is given following targeted questioning. Specific scientific and health related vocabulary is included in teaching. Students are encouraged to develop and incorporate a more complex use of language. Modelling is regularly incorporated into the lessons. As a result of looking at past questions in isolation based on the topic covered in class, students will quickly familiarise themselves with the format required to achieve the highest marks. Students are regularly assessed in line with 'whole college' policy. Homework is marked and students are given feedback to allow progression. Students respond to the feedback given using green pen to improve their work.

Strategies used with HAPS students away from the classroom

Promote independence within the subject - Allowing students to have some choice in the way in which the task is approached by encouraging students to set their own targets, giving students the opportunity to assess/evaluate their own work. Informal tutorials are regularly held. This encourages HAPs students to communicate and discuss topics at higher levels. Exemplar exam materials are distributed. Students are advised and encouraged to access exam board resources outside of the classroom environment. Web sites are shared with students. Extension tasks, further reading on specific subject areas. Challenging setting of independent research or enquiry to further homework evidence. After college sessions to further practical skills and understanding.

What intervention takes place to promote progress with HAPs students within the department?

HAPs students are identified as are disadvantaged HAPs students. Lessons will consider the needs of the individual students. Seating plans are evident. Targeted interventions including after college study support and half term master classes are available on a regular basis. Parents are informed and involved in this process. Short and long term goals are shared with the students to inform and monitor progress. Students are regularly monitored through book reviews and when giving feedback within their lessons. One to one discussions within lessons. The sharing of assessment criteria and skills progress trackers at KS3.

How are students exposed to the skills required for grades 8 & 9?

The subject leader and teacher have experience working within the Art and design sector and have taught the subject for over fourteen years. This knowledge and experience is shared to give students confidence to progress to the highest standard. Students also have the opportunity to access study support with the subject lead to enable them to complete the classroom and homework activities to the highest standards. Exemplar materials from exam board and past students work who have attained grades 8 & 9

How are disadvantaged HAPS students supported by the department?

Disadvantaged HAPs students are identified. Lessons will consider the needs of the individual students. Seating plans are evident. Targeted interventions including after college study support and half term master classes are available on a regular basis. Parents are informed and involved in this process. Short and long term goals are shared with the students to inform and monitor

progress. We provide extra support, extracurricular sessions and provide students with ant resources like pencils, paper or paints and food to take home or to ensure participation in every lesson.