

# Archbishop Beck Catholic College



## High Attaining Pupil Policy

### Business, ICT, Travel & Tourism Departments

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

The department and all staff have a clear understanding of the identification of HAPs students within the college. The department clearly show the HAP's students on the registers, unit trackers and seating plans. Within the department the Head of Department is the HAPs co-ordinator who monitors performance and uses SISRA to analyse performance which is discussed at departmental meetings. After each assessment period, detailed analysis takes place of all students and reports are produced for year 11 students and progress meetings are arranged with the senior leadership team.

After each assessment period the students complete a feedback pro-forma or next step marking feedback where the students identify areas they need to improve to enable them to improve and progress further. Students work is monitored using the school 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. The staff in the department all have assessment monitoring tracking forms for each teaching group so any underperformance will be picked up and intervention put in place.

Where under achievement is evident intervention takes place to support the student with targeted intervention across the department, communication with parents is regular to keep the parents informed of any underachievement and intervention strategies are discussed throughout.

#### Strategies used within the classroom for HAPs students

Students are regularly given opportunities to attempt work that is beyond their target grade and to achieve the highest grades. In the initial stages, teacher led activities will give students the confidence and skills required to tackle the most difficult aspects of the course.

The department use a number of strategies which include the following;

#### Regular use of questions found in past exam papers

**Differentiation** - Extended reading materials and resources with more advanced text.

**Grouping** - When grouped on ability, the targets for the different groups are levelled (more challenging targets for HAP students).

When groups are set with a mixture of abilities the HAP's students will be supporting other students/HAP students takes on the role of group leader.

**Exemplar work/modelling** - If a student has achieved full marks/near perfect marks in an assessment then we ask their permission to distribute to others in the class and get the others to highlight the information that they could have included in their own answer.

**Homework** - Ensuring tasks are differentiated with a balance between structure and guidance and open-endedness.

**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.

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

In consolidation tasks students are set activities to assess their knowledge on work they have previously completed. This challenges the students to answer questions and complete activities they have been previously taught. Modelled answers show students how to produce work that would achieve the highest grades and this is linked to mark schemes and coursework feedback sheets, by 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.

If a student has achieved full marks/near perfect marks in an assessment then we ask their permission to distribute to others in the class and get the others to highlight the information that they could have included in their own answer, this type of modelling is highly affective for both coursework and examination units.

When feedback is given, students are given time to reflect and improve upon their work encouraging more HAP students to work independently. Challenge tasks are incorporated into all aspects of the lesson. The use of green pen enables students to clearly see how their work can be improved.

To improve and promote independence students are given opportunities 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.

### **Strategies used with HAPS students away from the classroom**

At Key Stage 3 in the early years of study students will be guided through homework on how to become more independent learners. Allowing the students to complete the homework tasks using the school facilities in lunchtime computer club also allows for any intervention or help to be offered. Students will be encouraged to use additional sources online. Homework's, online access to the school networks and additional resources and the use of additional study and revision guides at Key Stage 4 & 5 will encourage students to take responsibility for their own learning. At Key stages 5 students are encouraged to access exam board websites, to read examiner reports and to use exam revision websites to tackle more difficult aspects of the course independently.

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

After each assessment period the performance of HAPs students is analysed. Where under performance exists, students will be monitored to ensure the trend is not repeated. This may entail the assessment being completed again, parental involvement or short term targets being set.

At Key stages 4 & 5 students not making positive progress are tracked, parents are informed where serious concerns exist and guidance is given to ensure the gap is narrowed in the next assessment period.

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

The department has three members of staff that are or have been exam board examiners for AQA and Pearson which includes BTEC Business, A Level Business and Level 2 IT. These staff share their experiences with the department and this guidance is cascaded to classes to ensure that good practice and guidance on how to achieve the highest grades is clear and students have a good understanding of what is expected of them to access the higher mark bands in the examination. This knowledge gives confidence to students knowing that they are hearing first hand experiences. The hardest questions are regularly tackled particularly at Key stage 4 & 5 with techniques discussed.

**How are disadvantaged HAPS students supported by the department?**

All disadvantaged students are annotated on seating plans and mark sheets. The same applies for disadvantaged HAPS students. Disadvantaged students are supported via questioning and additional resources if this is a clear requirement to ensure progress. Parental engagement is supported via first phase contact when concerns arise. Students are encouraged to use the departmental resources within the departmental before, during computer lunch club or after school and to attend intervention sessions during school time or in the holidays. After assessment periods barriers to learning are highlighted and help is initiated where necessary.