

Archbishop Beck Catholic College



High Attaining Pupil Policy English Department

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

Our HAP and VHAPs are identified on arrival into the College, based on their KS2 English scaled scores. Learners are then set accordingly and are identified on class seating plans. Within the programme of study across the key stages and within their sequencing of work, HAPs and VHAPs are stretched and challenged within our ambitious curriculum. HAPs are a particular focus after assessment periods too, as we monitor their progress rather rigorously after assessment periods.

Strategies used within the classroom for HAPs students.

Using the Archbishop Beck Questioning Charter HAPs are appropriately challenged through this level of questioning. Alongside this, the HAP and VHAP opportunities in within sequencing within schemes of work are very apparent and evidenced within the written work they complete. Further challenge activities are set throughout the course of their learning are also provided.

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

All aspects of the High Five lesson contribute towards the HAPs as they benefit from each strand, particularly response and feedback, as well as challenge. In consolidation tasks students are asked to revisit and activate prior knowledge to support their learning further. Modelled answers show students how to produce work that would achieve the highest grades and this is linked to mark schemes. Challenge tasks are incorporated into all aspects of the lesson. To improve and promote independence students are given opportunities to use recently used strategies to attempt more challenging activities.

Strategies to support HAPs students away from the classroom.

Author visits and being a part of the Liverpool's Celebration of Reading. Further opportunities will be available from this academic year with the Cultural Capital opportunities on offer, which are referenced in the long term plans under the curriculum area.

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

After school provision with additional lessons, clearly identified and staff aware of the need for further rigour and challenge. After each assessment period the performance of HAPs students is analysed. Where under performance exists, students will be monitored and may entail working within the progress team or parental involvement as specific classroom intervention.

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

The department has three members of staff that are exam board examiners for AQA. These staff share their experiences with the department and lead on departmental training to ensure teaching staff are teach to the top level. This knowledge gives the students confidence and competence in aspiring towards top end grades. Equally, modelling throughout the sequences of work also supports the HAP's and their ambitions.

How are disadvantaged HAPS students supported by the department?

All students are identified on seating plans and teaching staff know to approach those students in class as well direct questioning towards them. Of equal importance, disadvantaged HAPs also experience live marking to monitor and support their progress within the lesson.