

Archbishop Beck Catholic College



High Attaining Pupil Policy

Modern Foreign Languages Department

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

The department has a clear understanding of the identification of HAPs students within the college. Students are annotated on mark sheets and seating plans. Within the department there is a designated 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. Students complete a feedback pro-forma with a view to improving future performance. Where under achievement is evident, intervention takes place to support the student. Where serious concerns arise, parental contact is conducted. Parents are advised and supported in the best way to move forward and improve the learning of their child. During the preparation for external exams, regular contact with parents takes place to ensure that the home learning environment best supports the student. Underachievement is regularly challenged.

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. Group and pair work activities on follow up activities will provide students with the independence and confidence to complete these activities rather than avoid them. Students are encouraged to attempt all questions that are very difficult to answer. Challenges are set throughout the lesson to provide students with activities that require metacognitive approaches, forcing pupils to think deeply about the best methods to use. HAPs students are asked challenging questions first, are encouraged to use the target language more and to master and use more complex phrases regularly in their own language. Staff will highlight key elements of examiner reports to improve exam performance and mastery. The department has developed the use of "Acceleration Booklets" which are available for students to use during lesson time to supplement and extend their learning.

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

In consolidation tasks students are set challenges to produce previously taught complex language and vocabulary, metacognitive tasks are also regularly set to encourage deeper thinking. Modelled answers show students how to produce work that would achieve the highest grades and this is linked to mark schemes. When feedback is given, students are given time to reflect and improve upon their work encouraging more complex language from HAPs students. 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 use recently used strategies to attempt more difficult questions on a further occasion.

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. Students will be encouraged to use additional sources online and all students are given a Key Stage 3 vocabulary and grammar handbook that they can refer to away from class to further their knowledge and to think more deeply about all aspects of language learning. Home works and 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 4 & 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 two members of staff that are exam board examiners for AQA, one for French and one for Spanish. 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 the best skills to perfect. 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 MFL resources within the departmental before or after school and to attend intervention sessions in exam years. After assessment periods barriers to learning are highlighted and help is initiated where necessary.