

# Archbishop Beck Catholic College



## High Attaining Pupil Policy Mathematics Department

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

All Mathematics staff are aware of the HAPs in their individual classes. Regular internal assessments take place throughout the year and teacher trackers are used for each class to identify students requiring intervention. In Addition to the assessments that take place class and homework is monitored regularly, the classwork will be monitored by the key stage co-ordinator and the homework by Mrs Capps – Jenner. If there is a concern with any of the above the key stage co-ordinator or Mrs Capps – Jenner will liaise with the class teacher or pastoral staff as appropriate and parents / carers will be informed. At the end of formal assessments SISRA will be used to analysis the data and identify any underachievement.

### Strategies used within the classroom for HAPs students

Mathematics works very closely with Science and students set by ability, liaised with Science at KS3. Students follow a differentiated scheme of work at all key stages which is designed to extend all HAPs within the class. A mastery approach embedded in years 7&8 and for this academic year and onwards this is continued into year 9. For year 11 in KS4 there is a separate scheme of work for set 1 Extra work and extension tasks given in the form of problem-solving in addition to this a set of problem solving textbooks have been purchased aimed at grades 8 & 9 at GCSE. Discussion amongst students and their peers is a regular occurrence since it promotes understanding.

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

The fact that the students are setted means most of the top sets have the majority of HAPs students in them. This means that Consolidation exercise can not only be used to ensure recall previous work but might be a stepping stone to link topics. In maths lessons students work independently every lesson. If a class consists of HAPs and other students the HAPs are encouraged to support peers. For the challenge aspect extension questions and enrichment are provided. Examples are modelled in the majority of lessons and assessment is a key feature with the use of targeted questioning for HAPs, focus on maths understanding and reasoning.

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

HAPs students will regularly represent the college at various events including UKMT Challenge and the Liverpool Dragons Den Challenge which the students have been extremely successfully. In addition to the external events the department encourage students to take responsibility for their own learning and to challenge themselves on their journey to becoming independent learners. The strategies used to promote this include training given in assemblies for all year groups. For year 11 countdown higher papers emailed to both students and parents with solutions for the last 14 weeks on the run up to the exam. Selected A level students to work with year 11 students.

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

The Department are very proactive before each assessment period for all key stages and use a range of strategies to encourage all students to prepare fully prior to each assessment. All students are expected to complete Independent work set using a targeted website. Revision classes after school are always offered to students to students sitting external examination are well attended with parents being informed of attendance on a regular basis. Holiday and weekend classes are also offered for identified students. 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.

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

All students in set 1 year 11 follow their own personalised scheme of work. In addition to this the department work very closely with the mathematics School Improvement Officer this consisted of the set 1 teacher planning lessons one afternoon per week to promote grade 8 & 9. More emphasis is placed on algebra for HAPs to ensure that they have the necessary skills to progress onto maths A level"

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

All mathematics staff are aware of the disadvantaged students within their class and seating plans set accordingly the numerous Intervention strategies as described above and any equipment including calculators provided if needed.