

Archbishop Beck Catholic College



High Attaining Pupil Policy

Department Physical Education

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

All HAPs students year 7 to 13 are identified and displayed in the departmental workroom. All staff highlight HAPs students within their planner and their progress is monitored weekly. HOD to review examination performance at each assessment period, identifying those underperforming. HAPs to be discussed as part of the agenda at PE departmental meetings. HAPs students in KS3 – students' performance will be recorded after each activity to give a more accurate assessment at AP1 and 2. HOD to regularly monitor performance in module tasks, where a datasheet has been created to record scores achieved by all students. Students work is stored in a department folder so HOD can access all work and monitor the quality and standard.

Strategies used within the classroom for HAPs students

Opportunities for in-depth research of topics covered in the curriculum. All students given a target score, which will enable them to achieve or exceed their target grade. Modelling of answers to ensure learners know how to access mark band 3. Display of model answers. Reciprocal teaching / student umpires / peer coaching opportunities. Seating plans, Differentiation – by process, content and resources. Regular use of exam questions. Higher order questioning – use of open ended questioning. Implementation of metacognition strategies from INSET training.

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

Consolidation - KS4- important for learners to retain knowledge and understanding, to perform well in examination module. KS3 – reinforce understanding of skills, techniques, strategies and tactics in a range of sports.

Challenge – KS 4/5 tasks set to encourage a greater depth of knowledge and understanding. KS3 tasks to encourage the mastering of more challenging skills and techniques. Coaching and leadership opportunities.

Response and feedback – high quality marking to provide the opportunity to improve the quality of work to ensure mark band 3 standard.

At KS3 demonstration of advanced skills and techniques in different sports.

Modelling – KS4 critical to allow students to know how to achieve a mark band 3 answer. Use of past paper answers is essential, along with feedback and guidance from the moderator.

Strategies used with HAPS students away from the classroom

Independent learning – at KS4 significant opportunities for independent work to complete research and coursework tasks. KS3 - opportunity to practise skills and techniques and application in a game setting.

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

Performance of HAPs students discussed at departmental meetings and strategies put into place. Staff support after-school for student's to ensure work is at mark band 3 standard. Extra-curricular clubs and teams to improve the quality of their performance in a range of sports. All students have a target score they must meet in order to achieve their target grade. If they underperform, additional work will be set to improve their score. All KS4 students complete mark band 3 tasks. HOD to meet with underperforming HAPs students at parents evening. HAP learning walk – focus on quality of books/marking.

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

At KS 4 Cambridge National sets out three differentiated tasks to enable learners to achieve grades 8 & 9. Students must aim to complete tasks from mark band 3, enabling them to achieve a L2 Distinction and distinction*. Teachers teach all students the content from mark band 3 tasks, allowing all to access the marks.

How are disadvantaged HAPs students supported by the department?

Staff support class after-school. Access to ICT facilities at lunch and after-school for those students who don't have access at home. Flourishing extra-curricular programme after-school.