

Archbishop Beck Catholic College



High Attaining Pupil Policy

Department Performing Arts

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

Within the Performing Arts department all HAP students are identified on our classroom registers. This makes it clear for us to identify them quickly in class and provide the right provision for each individual student.

The team meet regular to discuss targeted groups which includes HAP students and their progress. From the discussions intervention is put into place to support students to achieve the higher grades. Students that are underachieving are taken to the line manager were a plan is put in place to meet the individual's needs of the student.

Strategies used within the classroom for HAPs students

Strategies used for HAP student's in the classroom involve students being identified on all teacher's registers within the department. This helps quick recognition in the classroom environment. Sitting plans are created to suit the HAP student's needs. Students will often move seats depending on the task taking place. Sometimes HAP students are all grouped together and higher level work is set, other times HAP students will lead lower level ability students, modelling good practice in the classroom.

HAP students work is often marked first. This allows the teacher to be focused when marking and give in depth feedback. HAP students are given individual feedback on both practical work and theory. This allows them to understand what is expected of them and how to achieve to the next level. Extension tasks are often set to challenge students and help them achieve the high levels.

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

Consolidation - allows the teacher to identify whether the HAP has understood the lesson. All staff start the lessons with a THINK, PAIR and SHARE task. This allows HAPS to share their knowledge and lead in discussions. It also allows lower level pupils to access high levels discussions.

Response and feedback - Rich questioning techniques is used to check knowledge and deepen understanding of pupils. Teachers challenge students in discussions trying to get the students to layer their responses. Individual feedback is given to HAPs to help deepen knowledge and check understanding.

Modelling - Pupils demonstrates are often recorded and performers analyse and feedback on their work. Stored work allows pupils to look back at work and highlight improvements.

In the theory aspect of the course long answered questions are often demonstrated to students to allow them to understand the necessary requirements to gain higher level marks.

Challenge - Students are consistently challenged to the next level whether this be skill based or theoretically. Extension work is given in the classroom and for home, so that students can challenge their learning at all times.

Independence - HAP students also used to lead groups within lessons to develop confidence and demonstrate knowledge. HAP students are given time to work alone so they are able to use their thinking skills and try to develop their own work without being led.

Strategies used with HAPS students away from the classroom.

HAP Students are often encouraged to do individual research away from the classroom on tasks set. This allows them to become individual learners. HAP students given extra homework to challenge their learning. This is always marked and the students are given feedback.

Practically HAP students encouraged to attend extra-curricular clubs to develop their own learning further and learn higher level skills.

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

Within the department students are given one to one support from specialised teachers. This is often at lunch times or extracurricular. Extra revision sessions are put in place throughout the year focusing on the aspects of the course that are deemed weaker by the students.

If students are struggling practically extra sessions will be put in place to develop techniques and skills.

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

From year 7 students are given opportunities to have specialised staff to develop individual skills to a high level. Skills are developed on throughout the key stages. This then gives the students a good baseline if they chose to take up the subject at key stage 4/5.

Students are supported and mentored by older students which encourages them to aim higher in their work. This also allows them to access the next level of skills from not only their teacher but their role model as well.

Within the High Five lesson students have access to higher level questioning within allows them to deepen their knowledge on the subject being taught. Extension tasks are set to allow students to achieve higher grade work.

How are disadvantaged HAPs students supported by the department? How do you tackle barriers to learning?

Disadvantaged HAPs are supported by being supported with equipment needed for them to achieve in this subject. This can be uniform to wear or revision booklets, stationary etc.

Students are clearly identified and individual targets set so the individual can meet their needs. As mentioned above opportunities are given for them to access high levels of work throughout their learning.