

Archbishop Beck Catholic College



High Attaining Pupil Policy Religious Education Department

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

Within the RE department staff are made aware of HAPs students through data on SIMS and Key Stage 2 results. Within the first half term students complete an evaluation questions which allows staff to further identify areas of strength and weakness. Students have the opportunity to, after each assessment, to evaluate their own performance and set targets for themselves. In addition, after each assessment period staff feedback to our department HAPs co-ordinator and appropriate intervention is put into place. Where underachievement is highlighted, students will be challenged and parents informed if necessary.

Strategies used within the classroom for HAPs students

Students are given plenty of opportunities to attempt high level tasks. Often, especially in GCSE groups, students are challenged to write level 8 and 9 answers. Teacher led activities allow students to share personal beliefs and religious opinions. This is then transferred to understanding tasks where students have to explain religious actions based on experiences, Church teachings and beliefs. In all year groups students are then challenged to evaluate a variety of statements to expand writing skills and show detailed knowledge and understanding. HAPs students are encouraged to use specialist, religious vocabulary and specific religious sources.

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

Through the use of consolidation tasks, students are set challenges of recalling previous lessons' work. Use of modelling allows HAPs students to produce answers that show a high level of writing skills as well becoming aware of religious understanding, teaching and sources. In addition, students are challenged though independent tasks where they asked to show evidence of their knowledge and understanding. All students are given opportunities to reflect upon their learning and show further progress through green pen activities.

Strategies used with HAPS students away from the classroom

At Key Stage three, students are encouraged to show currently attained knowledge and understanding through the completion of a variety of tasks in homework booklets. We also encourage students to share these tasks with family and try to engage students in debate away from the classroom. In Key Stage four, students are challenged to answer GCSE style questions to put their knowledge, understanding into practice. There are extra-curricular opportunities whereby HAPs students can gain leadership and responsibility skills by going on our annual pilgrimage to Lourdes.

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

After each assessment period, HAPs students are deemed to be underachieving are given extra tasks to complete in order for progress to be made. Parents are sent a letter informing them of intervention also.

For Key Stage 4 students, we hold revision classes during lunchtime, after school and during holidays.

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

In all GCSE lessons students are taught to gain the highest levels. They are shown model level 8 and 9 answers and we also use scaffolds to help students write with the skills necessary to gain higher levels.

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

In the RE department we use our seating plans to clearly identify HAPs students who are disadvantaged. We can then make changes to seating so all students feel supported.

Disadvantaged students are supported through extra material being provided during the lesson and differentiated tasks set to tackle any barriers to learning. Early intervention is also vital in ensuring students are supported and therefore make appropriate progress.