

# Archbishop Beck Catholic College



## High Attaining Pupil Policy Science Department

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

Staff are clear on which students fall into this category, including those identified as VHAPs. This is identified on seating plans and mark sheets so progress can be tracked. Progress is monitored following each assessment period. Students will set their own targets following feedback from assessments using a pro-forma. Intervention is put in place as appropriate by class teachers if anyone is below target. Parental contact is used to help encourage and support students in achieving their full potential in examinations. The department has a HAPs Coordinator who monitors the progress of HAPs students so that appropriate departmental interventions can be put in place.

### **Strategies used within the classroom for HAPs students.**

Lessons are sequenced to enable progression for all. All short term plans contain further learning opportunities for HAPs. These could be stretch/extension work, research or higher level questions. Work is differentiated for HAPs. Students are regularly exposed to exam questions in class and for homework so they are familiar with the structure of examination questions before assessments. Extra reading, for example articles from scientific journals is used to extend their reading and vocabulary. Questioning is targeted and higher order questions used with HAPs. Discussion is encouraged in lessons so students can process their ideas. Metacognition techniques e.g. think, pair, share is used to help build confidence. All students are given the opportunity in lessons to access work at a high level to provide challenge.

### **How the High Five lesson plan impact on the learning and progress of HAPs students.**

Consolidation - every lesson starts with a consolidation following the departmental format of 4 questions plus an extra challenge question targeted at stretching HAPs which requires them to think more deeply.

Modelling - modelling is used particularly to demonstrate how to tackle exam questions. This is often linked to mark schemes so students know how to achieve top mark answers.

Challenge - targeted questions which stretch and challenge are used with HAPs. Challenge tasks are used throughout lessons to stretch students.

Independence- students encouraged to work independently. Revision materials provided early in the course and instruction on how to use independently to build confidence and resilience.

Response and feedback - Work is marked following departmental policy with opportunities for students to respond to written feedback from teacher. Time is invested following assessment periods in reflection on the assessment, going through exams and giving verbal feedback so students can set their own targets. Students regularly mark their own work in class so correction can be immediate and misconceptions addressed quickly. This also enables them to see the complexity and requirements of mark schemes.

### **Strategies to support HAPs students away from the classroom.**

HAPs only intervention/revision sessions used with a particular focus on high level exam questions. Trips e.g. Big Bang Fair to explore careers in science. Some students are allowed to work independently in Science break out areas before and after school. Knowledge organisers and homework tasks that build in the learning of key ideas are used to enable strong foundations in key concepts to be developed. Extra revision quiz materials provided on Kerboodle for independent usage. Extra revision materials provided over the summer for any HAPs underachieving in Y10 AP3 to prepare them for Y11.

### **What intervention takes place to promote progress with HAPs students within the department including disadvantaged HAPs students.**

HAPs only intervention/revision sessions used with a particular focus on high level exam questions for students underachieving at Key Stage 4 in internal assessments. Teachers know their students well and will have conversations to encourage and support, as well as challenge students when needed. Progress is carefully tracked so intervention can be swift and appropriate with parents contacted as required.

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

Use of high level exam questions. No specific topics in science just target these grades. Focus is more on exam technique and knowledge. Members of the department have attended exam board CPD and cascaded information back to teachers and students. Standardised materials used for classes for exam preparation to target key ideas and high level questions. A particular focus has been on developing required practical skills and longer answer questions. Regular use of low stakes quizzing to promote strategies to help students remember key information.

### **How students are able to understand how to achieve and develop skills required to attain high grades.**

HAPs only intervention/revision sessions used with a particular focus on high level exam questions. Last year this took place at lunch time with snacks provided. Revision guides bought for those who need them. All students are provided with standardised revision materials so no one is disadvantaged by not having revision materials. Teachers know their students and will have conversations to encourage and support, as well as challenge students when needed. Extra revision quiz materials provided on Kerboodle for independent usage. Students have access to computers in the college. Students identified on seating plans and mark sheets to enable tracking of progress. They are involved in verbal questioning in lessons to check understanding.