

A & A\* POLICY



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**A & A\* POLICY  
2011**

## A &amp; A\* POLICY

**A & A\* POLICY****1. Rationale:**

Haydon is committed to the achievement of individual excellence, and to ensure that all students are able to fulfil their potential, including the most able. Haydon is committed to enabling those students who have the potential to apply to appropriate universities, and to achieve the grades that will enable them to do so. Raise online measures the number of students achieving A and A\* grades at GCSE and A level and we want to ensure that we continue to do well, and do better, by this measure.

**2. Aims:**

This policy is intended to support and compliment the aims of the school in the following ways:

- 2.1 To identify those students who are potentially capable of achieving A and A star grades.
- 2.2 To create an ethos in which all staff are aware of those students and are committed to enabling them to achieve at the highest possible level.
- 2.3 To provide an entitlement to appropriate differentiated education, which supports both potential A and A\* students, and those students working at other levels within the group.
- 2.4 To explore opportunities for personalised learning, including additional GCSE subjects, extension awards, and early entry where appropriate.
- 2.5 To provide an opportunity to develop specific skills and talents.
- 2.6 To encourage these students to continue with their studies in subject areas on which they have achieved an A or A \*, at post-GCSE level.
- 2.7 To provide lessons that challenge, stimulate, interest, excite and encourage students and foster active participation.

**3. Responsibilities for Co-ordinating Provision:****3.1 SLT**

Professional development for staff.

To support the Deputy Head with responsibility for teaching and learning.

To be aware of "Raiseonline" \* and to raise relevant issues within their faculty areas.

\* RAISEonline is a data analysis tool for use by schools and Ofsted. It enables us to examine context, attainment and value added data, explore hypotheses about pupil performance, analyse question level data for National, Optional and Progress tests and set and moderate pupil targets.

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To monitor provision for A and A\* within their faculty areas, and to ensure that there is accountability.

To discuss good practice at Senior Leadership Team (SLT) meetings and to share this with post holders.

To liaise with the Gifted and Talented coordinator where there is an overlap of students.

To feedback to the School Improvement Plan (SIP) and the governors on progress with A and A\*.

To communicate the importance of working towards these grades to all staff.

To set whole school targets for A and A\* at KS4 and KS5, based on the cohort.

Regularly to monitor progress towards faculty targets for A and A,\* and to intervene where necessary.

### **3.2 Assistant Head with responsibility for data**

To set targets for A and A\* grades across the cohort at KS4 and KS5, and to discuss targets for each faculty area with the Deputy Head with responsibility for that area.

To discuss examination entries to ensure students have the best opportunity to achieve these grades.

Lead on student tracking and identifying able underachievers and develop mechanisms to improve the progress of able underachievers.

To liaise with the Deputy Head in charge of teaching and learning regarding his/her areas of responsibility.

### **3.3 Deputy Head in charge of teaching and learning**

To liaise with the Assistant Head with responsibility for data, regarding his/her areas of responsibility.

Oversee the work from the whole school perspective.

Aid in Professional development of staff.

To assist in evaluating provision for potential A and A\* students at the end of each year against an established set of criteria.

To assist in analysis and monitoring of Gifted and Talented students.

To share good practice between faculties.

To use training days and Heads of Faculty meetings as an opportunity for discussion of and training on issues relating to this area.

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To survey students who achieved A and A\* grades, and those who did not, to establish areas of success or for future development, and to share this information with Deputy Heads and Faculty postholders.

To ensure that Houses are aware of who the potential A and A\* students in their House are, and use learning mentors to ensure that any blocks to their progress (e.g. organisational, emotional difficulties, low academic self-esteem/aspirations) are identified and worked on.

To work with individual teachers or departments to identify opportunities to enhance the learning of the cohort.

Regularly review the A and A\* policy.

To create a summative information sheet with details of how to achieve these grades for targeted students at GCSE and A Level.

To have an overview of progress towards A and A\* targets, on a whole school and faculty level, and to intervene where necessary.

### **3.4 Teacher with responsibility for Teaching and Learning**

To work with the Deputy Head in charge of Teaching and Learning, and the Assistant Head with responsibility for data on all of the above.

### **3.5 HOF/HOD**

To establish a clear A and A\* policy which is in line with the Whole – school policy, and which is embedded in each department within the faculty.

To set targets for A and A\* grades at KS4 and KS5, and to ensure that staff are clear on which students should achieve these grades.

To evaluate progress towards targets in the FEF. To evaluate provision in the FEF.

To ensure that staff in the Faculty/Department are aware of what % students need to achieve to be awarded an A\* at GCSE.

To ensure that staff are clear on how to achieve an A\* at A level.

To identify the students who are potential A\* students in Year 12 at KS5, and to communicate with staff, parents and students.

Faculty/department agendas to regularly include A and A\* under the heading of teaching and learning.

To review schemes of work to confirm opportunities for extension and enrichment, or consider new ones. Ensure that subject teachers employ these.

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To monitor a range of appropriate learning opportunities for Gifted and Talented students; differentiation, setting, withdrawal, special tuition, master classes, early entry, EPQ, Oxbridge form group, alternative or additional qualifications.

To analyse mark schemes, examiners' reports and/or scripts from previous students to ensure that all staff are clear on the skills required achieving an A or A\*.

To be clear on, and to share with staff, the key differences between A and A\* grade students.

To create and use resources or teaching strategies which specifically address these A and A\* skills.

To use data to set departmental and Faculty targets for A and A\* grades, in addition to A\* to C targets. To ensure that all staff are aware of these, and that they know which students should achieve these grades for these targets to be met.

To assign responsibility for monitoring the progress of A and A\* students to post holders within the faculty, at both KS4 and KS5.

To identify and monitor students at KS3 who are potential A and A\* students.

### **3.6 House Managers**

Where appropriate to provide mentoring support to specific students (e.g. able underachievers).

To have as a regular agenda item at meetings.

To provide discrete pastoral care when required.

To monitor appropriate personalised learning for potential A and A\* students, and to liaise with faculty staff and parents. E.g. differentiation, setting, withdrawal, special tuition, master classes, early entry, alternative or additional qualifications.

To use data to track the progress of potential A and A\* grade students, and to liaise with faculty staff to tackle underachievement.

To use parents' evenings to discuss progress with parents of potential A and A\* students.

To use the options process to ensure that potential A and A\* students make the correct course choices going into KS4 and KS5.

To identify and monitor at KS3 students who are potential A and A\* students.

To include an analysis of A and A\* performance within the faculty in the annual exams analysis, and to set appropriate targets for the following academic year, based on this.

To request information from teaching staff on the skills and knowledge required to achieve A and A\* grades, where required.

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**3.7 Heads of Department (in addition to the responsibilities listed in 3.4)**

Responsibility for ensuring provision for A and A\* students within their department area.

To support the implementation of the Faculty and whole-school A and A\* policies.

To discuss A and A\* provision with individual staff, to ensure they are following the policy.

To have identified potential A and A\* students within the subject area, and to track their progress, and liaise with individual teaching staff where appropriate.

To analyse the past performance of potential A and A\* grade students. To identify trends and barriers which prevent these students from achieving an A\*, and to share these with staff.

To ensure that all staff are aware of the skills required to achieve an A\*.

**3.8 All Staff**

Develop a learning climate within the classroom and around the school .

To be aware of the skills needed for A and A\*. To make students aware of these skills. To intervene where necessary.

Differentiate the curriculum appropriately, to ensure that A and A\* students can access the skills required to achieve these grades.

To be aware of the potential A and A\* students in all of their groups, and to understand what skills students need to demonstrate to achieve these grades.

To understand the % required to achieve A\* at GCSE and at A level, and the practicalities of achieving this grade.

Regularly to discuss progress towards these grades with targeted students.

To liaise with parents of these targeted students where appropriate.

To track the progress of these students and to seek support from Head of Department where necessary.

To liaise with parents and pastoral staff re. able underachievers.

Provide enrichment and extension tasks to A and A\* students in their subject.

Establish a dialogue with students to include higher order questioning techniques.

Class teachers to support identification of students, teach students, implement differentiation, share outcomes and to contribute to the database within the department.

To provide information to parents as to their child's potential and progress.

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To foster academic ambition in their students, so that they are encouraged to aim high, and to fulfil their potential.

### **3.9 Students**

To actively engage in the extension & enrichment work provided by staff .

To make the most of any enrichment and extension opportunities.

To accept advice and constructive criticism from staff.

### **3.10 Parents**

At all times there must be a 3-way partnership between parents, students and the school.

Parents must be kept informed of their child's potential, and progress towards this target, and ways in which they can support them.

To encourage their children to aim high and to make the most of opportunities for enrichment or extension.

To encourage their children to accept advice from teachers relating to how to achieve these grades.

## **4. Target setting**

Whole – school base line and stretch targets should be set for each cohort on an annual basis, based on the cohort and using "Raiseonline" and Family Fisher Trust grades (FFT).

Base line and stretch targets should be set for each cohort by departments and faculties on an annual basis, based on the cohort, prior attainment in the subject area, and using "Raiseonline" and FFTs.

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**Document History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
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July 2011	1		To FGB – 05.07.11 for approval - Accepted