

A and A* (7, 8, 9) POLICY



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1. Rationale:

This policy should be read in conjunction with the HAPS (High Achieving Pupils) policy.

Haydon is committed to the achievement of individual excellence, and to ensuring that all students are able to fulfill 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* (7, 8, 9) grades at GCSE and our ALPs report shows student progress against aspirational targets. We want to ensure that we continue to do well, and do better, by these measures.

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* grades, and grades 7, 8, 9 under the new measures.
- 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* (7, 8, 9) students, and those students working at other levels within the group.
- 2.4 To explore opportunities for personalised learning, including Level 2 EPQ, support for additional subjects, and appropriate subject choices at GCSE and A Level.
- 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 in which they have achieved an A or A* (7, 8, 9), 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****3.1.1 GENERAL & COMMUNICATION**

- To support the Deputy Head with responsibility for teaching and learning, and the members of LT (Leadership Team) who coordinate target setting and data analysis.
- To communicate the importance of working towards these grades to all staff
- To discuss good practice at Senior Leadership Team (SLT) meetings and to share this with post holders.
- To liaise with the HAPS coordinators where there is an overlap of students.

3.1.2 CPD

- Professional development for staff.
- To provide Faculties with time for CPD, to ensure that they understand the requirements of their specifications, and the skills, knowledge and understanding required for the highest grades.

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3.1.3 DATA ANALYSIS

To be aware of RSM (Raising Standards Meetings) documentation for all year groups, Raiseonline and ALPs, and to raise relevant issues within their faculty areas.

3.1.4 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.

ALPs is an analysis of external data post-16, which enables us to look at VA (Value Added) measures on a subject by subject and student by student basis. It is also used to set aspirational targets based on students' prior achievement.

- To ensure that all students are set aspirational estimated grades at GCSE and A Level, based on FFT(Fischer Family Trust) 5 estimates and ALPs. To ensure that all staff are aware of the % of students who should achieve grades A and A* (7, 8, 9) according to these estimated grades.
- To ensure that staff understand that FFT grades are estimates, not targets, and that as such they can be surpassed.
- To establish and monitor whole-school progress targets in line with the estimates set by ALPS and FFT.
- Regularly to monitor progress towards faculty, departmental and individual targets and to intervene where necessary.
- To ensure that rigorous discussions take place following every data drop, in line with the expectations for RSMs.
- To ensure that Faculties understand the new Aspire assessment model at KS3, and that they communicate expectations of (at least) good progress to all students, including those who should aspire to excellence by the end of KS3, in order to be on track to achieve A and A* (7, 8, 9) by the end of KS4.

3.1.5 CURRICULUM PROVISION

To monitor provision for A and A* (7, 8, 9) within their faculty areas, and to ensure that there is accountability.

To feedback to the School Improvement Plan (SIP) and the governors on progress with progress to A and A* (7, 8, 9) grades.

3.1.6 TEACHING AND LEARNING

- To ensure that postholders are aware of the teaching and learning strategies that can support the progress of the most able students.
- To ensure that postholders create time to share best practice.
- To ensure that the discussion of the skills, knowledge and understanding required to achieve the highest grades is followed up with teaching and learning strategies to embed them.

3.2 Leadership Team Member with Responsibility for Data**3.2.1 GENERAL & COMMUNICATION**

- To discuss targets for each faculty area with the Deputy Head with responsibility for that area.
- To address any subject areas where students are not on track to achieve these

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outcomes.

- To meet regularly with postholders for KS3, to ensure consistency between subject areas in terms of the challenge of each band, and consistency between assessment at KS4 and the requirements of the new KS4 grading system.
- To ensure that Year teams are aware that the potential A and A* (7, 8, 9) students in their Year Group are those with H prior attainment. (H students are those identified as having the highest level of prior attainment at KS2 by the DfE, as opposed to M – middle prior attainment – and L – lower prior attainment.)
- To ensure that year teams and faculties analyse the progress of H students at each data drop.
- To use a conversion model to communicate changes from A and A* to 7, 8 9 to all staff, students and parents.

3.2.2 CPD

- To provide regular data training sessions, to enable staff to analyse their assessment data.
- To ensure that LT and faculty areas share best practice within their subject areas and with other areas across the school.
- To ensure that faculties build in training on supporting the most able students.

3.2.3 DATA

- To ensure that the measures used for target setting are sufficiently aspirational to enable H students to achieve grades A and A* (7, 8, 9) grades.
- As a result of this progress – based target setting, to set attainment targets for A and A* (7,8,9) grades across the cohort at KS4 and KS5 on both a cohort and a faculty by faculty basis.
- To establish projected flight paths from Year 7 for H students for four or five levels of progress. To track their progress against these by subject and by cohort through data analysis and raising standards meetings.
- To identify able underachievers through RSMs.
- To ensure that band descriptors for strands at KS3 accurately reflect the skills, knowledge and understanding required to succeed at KS4, with particular focus on the Excellence band.
- To lead on student tracking and identifying able underachievers and develop mechanisms to improve the progress of able underachievers.

3.2.4 CURRICULUM PROVISION

- To discuss examination entries to ensure students have the best opportunity to achieve these grades.
- To ensure that all staff are clear on the relative demands of the curriculum and external examinations under the old and new assessment/grading systems.

3.2.5 TEACHING AND LEARNING

- To work with the Deputy Head in charge of Teaching and Learning to build academic resilience, a lack of which can be a significant obstacle to progress for the most able students.
- To introduce formal assessments at KS3 to prepare students for the rigours of KS4 testing.
- To liaise with the Deputy Head in charge of Teaching and Learning regarding

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his/her areas of responsibility.

3.3 Deputy Head in Charge of Teaching and Learning

3.3.1 GENERAL & COMMUNICATION

- To liaise with the Leadership Team member with responsibility for data, regarding his/her areas of responsibility.
- To survey students who achieved A and A* (7, 8, 9) 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.
- Regularly to review the A and A* (7, 8, 9) policy.

3.3.2 CPD

- To aid in professional development of staff, including a focus on facilitating and ensuring progress.
- To use CPD sessions and Curriculum Leaders meetings as an opportunity for discussion of and training on teaching and learning issues relating to this area.

3.3.3 DATA

- To assist in analysis and monitoring of HAPS students. To share good practice between faculties.

3.3.4 CURRICULUM PROVISION

- To assist in evaluating provision for potential A and A* (7, 8, 9) students at the end of each year and to set targets for the following academic year.
- To work with individual teachers or departments to identify opportunities to enhance the learning of the cohort.

3.3.5 TEACHING AND LEARNING

- To oversee Teaching and Learning provision for H students from a whole school perspective.
- To ensure that staff are aware of the impact of the three Haydon learning tools (ReAct, Growth Mindset and Building Learning Power – BLP) on progress and outcomes for all students, including the most able.
- To develop strategies to build students' academic resilience.

3.4 Teacher with responsibility for Teaching and Learning

To work with the members of Leadership Team in charge of Teaching and Learning and Data on all of the above.

3.5 HOF/HOD

3.5.1 GENERAL & COMMUNICATION

- To evaluate progress towards targets in the FEF (Faculty Evaluation Form). To evaluate provision in the FEF.
- To communicate expectations of H students to students and their parents on a regular basis.
- To identify the students who are potential A* students in Year 12 at KS5, and to communicate with staff, parents and students.
- To assign responsibility for identifying and monitoring the progress of potential A

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and A* (7, 8, 9) students to post holders within the faculty, at all key stages.

- To create a culture of aspiration, which will encourage students to aim as high as possible.

3.5.2 CPD

- To attend relevant data team training and disseminate information to staff.
- To share best practice in delivering a personalized curriculum for the most able.
- To ensure that staff are clear on how a student can achieve an A* at A level, Excellence in Aspire, and A and A* (7, 8, 9) at GCSE.
- 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* (7, 8, 9).
- To be clear on, and to share with staff, the key differences between A and A* (7, 8, 9) grade students.

3.5.3 DATA

- To set targets for the Excellence band at KS3 per year group, based on the prior data on the cohort, and to monitor progress towards these targets.
- To use data and progress-based target setting to set departmental and faculty targets for A and A* (7, 8, 9) 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.

3.5.4 CURRICULUM PROVISION

- To establish and periodically review a clear A and A* (7, 8, 9) policy that is in line with the Whole – school policy, and which is embedded in each department within the Faculty.
- To ensure that staff in the faculty/department are aware of what % students need to achieve to be awarded an A and A* (7, 8, 9) at GCSE, and the specific skills that are tested for these grades.
- To ensure that there are regular opportunities to practice and develop these skills within the curriculum.
- To ensure that all relevant students are aware of the requirements to achieve these grades.
- To drop relevant skills down to curriculum and assessment development at KS3.
- To ensure that band descriptors for Aspire match the skills, knowledge and understanding that students need to develop to achieve at KS4.
- To focus in particular on the Excellence band, and to ensure that the curriculum provides regular opportunities to develop these skills and to evaluate progress.
- To review schemes of work to confirm opportunities for extension and enrichment, or consider new ones. Ensure that subject teachers employ these.
- To monitor a range of appropriate learning opportunities for HAPS students; differentiation, setting, withdrawal, special tuition, master classes, EPQ (Extended Project Qualification), Oxbridge form group, alternative or additional qualifications.

3.5.6 TEACHING AND LEARNING

- Faculty/department agenda regularly to include Excellence / A and A* (7, 8, 9) under the heading of teaching and learning.
- To create and use resources or teaching strategies which specifically address these A and A* (7, 8, 9) skills.

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3.6 Year Leaders**3.6.1 GENERAL & COMMUNICATION**

- To be clear that these targets are estimates, and to ensure that they do not cap students' expectations in discussions about progress.
- To use parents' evenings to discuss progress with parents of potential A and A* (7, 8, 9) students.

3.6.2 CPD

- To provide training for Form Tutors to ensure they can analyse their form reports, and that they are able to put appropriate intervention in place for H students.
- To attend training to ensure they are able to analyse data effectively and put appropriate support and interventions in place.

3.6.3 DATA

- To understand the link between Aspire bands and attainment at GCSE.
- To analyse progress at KS3 via RSMs. To discuss underperformance in terms of progress with subject staff, and to put relevant support and/or monitoring in place.
- To set targets for the Excellence Band for KS3 cohorts and to monitor progress towards these.
- To be clear on which students are potential A and A* (7, 8, 9) students, based on prior attainment.
- To ensure that all students are set appropriate aspirational targets across all of their subjects.
- To analyse progress against FFT estimates at each data drop, and to liaise with faculty staff to tackle underachievement.
- To promote enrichment opportunities organised by the HAPs team to A and A* students.
- To include an analysis of Excellence / A and A* (7, 8, 9) performance within the year group in the YEF (Year Evaluation Form) as part of the analysis of progress against targets, and to set appropriate targets for pastoral intervention the following academic year, based on this.

3.6.4 CURRICULUM PROVISION

- To monitor appropriate personalised learning for potential A and A* students, and to liaise with faculty staff and parents.
- To use the options process to ensure that potential A and A* (7, 8, 9) students make the correct course choices going into KS4 and KS5.
- To request information from teaching staff on the skills and knowledge required to achieve A and A* (7, 8, 9) grades, where required.

3.6.5 TEACHING AND LEARNING /PASTORAL SUPPORT

- 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.

3.7 Heads of Department (in addition to the responsibilities listed in 3.4)**3.7.1 GENERAL & COMMUNICATION**

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- To support the implementation of the Faculty and whole-school A and A* policies.
- To discuss A and A* (7, 8, 9) provision with individual staff, to ensure they are following the policy.

3.7.2 CPD

- To provide training for staff on teaching and learning activities that enable H students to access the skills, knowledge and understanding required for the highest grades.

3.7.3 DATA

- To have identified potential A and A* (7, 8, 9) students within the subject area, and to track their progress from Year 7, and liaise with individual teaching staff where appropriate.
- To analyse the past performance of potential A and A* (7, 8, 9) grade students.
- To identify trends and barriers which prevent these students from achieving an A*, and to share these with staff.

3.7.4 CURRICULUM PROVISION

- Responsibility for ensuring provision for A and A* (7, 8, 9) students within their department area.

3.7.5 TEACHING AND LEARNING

To ensure that all staff are aware of the skills required to achieve an A or A* (7, 8, 9).

3.8 All Staff**3.8.1 GENERAL & COMMUNICATION**

- Develop a positive learning climate within the classroom and around the school.
- Regularly to discuss progress towards Excellence / A and A* (7, 8, 9) with targeted students.
- To liaise with parents of these targeted students where appropriate.
- To liaise with parents and pastoral staff regarding able underachievers.

3.8.2 CPD

- To contribute to CPD by sharing good practice.

3.8.3 DATA

- To understand the % required to achieve A* (8, 9) at GCSE and at A level.
- To track the progress of H students and to seek support from Head of Department where necessary.

3.8.4 CURRICULUM PROVISION

Differentiate the curriculum appropriately, to ensure that A and A* (7, 8, 9) students can access the skills required to achieve these grades.

3.8.5 TEACHING AND LEARNING

- To be aware of the skills needed for A and A* (7, 8, 9).
- To make students aware of these skills.
- To intervene where necessary.
- To provide enrichment and extension tasks to A and A* (7, 8, 9) students in their subject.

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- To establish a dialogue with students to include higher order questioning techniques.
- To use Haydon learning tools to develop the learning capacity and thinking skills of all students, including H students.
- To foster academic ambition in their students, so that they are encouraged to aim high, and to fulfill their potential.
- To communicate threshold bands to all students and to monitor their progress towards these.
- To provide opportunities for reflection and discussion re. progress towards threshold bands.
- To ensure that teaching offers regular opportunities to access the knowledge, skills and understanding required to achieve in the Excellence band.
- To provide differentiated feedback to students so they are aware of the strands in which they are achieving in the Excellence band and those where they are not.

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.
- To take responsibility for themselves as learners, and to use Haydon learning tools to develop their learning capacity.

3.10 Parents

- At all times there must be a three-way partnership between parents, students and the school.
- Parents must be kept informed of their child's potential, and progress towards their estimated grades, 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 as to how to achieve these grades.

4. Target setting

- To set targets in each subject area based on prior attainment.
- At KS3 and KS4 these targets should enable students to achieve FFT 5 estimates.
- To ensure that all staff are clear that FFT and ALPs grades are estimates and that here is also the likelihood of achieving a higher grade.
- To ensure that targets do not factor in underachievement. Students' starting points should not be lowered from those based on prior data. MEGs at KS4 should not be lower than FFT estimates.
- Teacher targets at KS5 should not be lower than ALPS estimates.
- Staff should encourage students to work towards these targets, and should not engage in any kind of communication with students or parents that might suggest that they are unrealistic.
- To ensure that intervention where students have failed to achieve their targets includes intervention for students with U prior attainment who are not in line to achieve four or five levels of progress at KS4.
- To set aspirational targets at KS5 through ALPs, based on prior attainment. Faculty and departmental targets should be set against these subject targets.

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HISTORY

Date	Issue	Status	Comments
May 2016	1	New Policy	To Student committee 17.05.16 Approved. To FGB 12.07.16 for information only.