

HIGHER ACHIEVING PUPILS (HAPs)



Haydon School

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(HAPs)**

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1. Rationale

Haydon is committed to the achievement of individual excellence.

2. Aims

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

- To enrich the learning of all High Achieving Pupils (HAPs)
- To create an ethos in school where it is “good to be bright”
- To provide an entitlement to appropriate differentiated education
- To address personal and social issues surrounding being high achieving
- To provide an opportunity to develop skills and abilities
- To provide lessons that challenge, stimulate, interest, excite and encourage students and foster active participation.

3. Definitions

A High Achieving Pupil is a student that is achieving academically in the top 5-8% in their year group.

4. Identification

4.1 HAPs are identified by analysis of various sources of information including:

- Information from feeder schools for new year 7/12 students
- Internal data e.g. termly reports
- External tests e.g. CATS's, Key Stage 2(KS2) SATS, Lucid Lass, GCSE's

4.2 The HAPs register will be updated annually at the start of each year and inclusion into this cohort is not permanent. If it is thought that inclusion is no longer beneficial, students may be moved out. Also students can be moved onto the register if their attainment significantly increases meeting the inclusion criteria for that year group. Students will be actively encouraged to take part in local and national events, including residential courses and competitions to enhance their participation in the wider community.

5. Responsibilities for Co-ordinating Provision:**5.1 Governors**

- To ensure that the policy is implemented, monitored and reviewed on a regular basis
- To actively support HAPs initiatives where possible

5.2 Senior Leadership Team

- Professional development for staff/HAPs coordinators/governors
- To support the HAPs coordinators to oversee the process and activity
- To feedback information concerning HAPs provision to governors.

5.3 HAPs Overall Co-ordinator

- To co-ordinate the development, provision and outcome of the HAPs across the school
- To manage and work with the Lead Teachers HAPs KS3 & KS4 ensuring the progress of these students continues throughout their school time
- To write the HAPs Policy and review it regularly
- Co-ordinate and lead the KS3 & KS4 Lead Teachers for HAPs
- To work with the Deputy Headteacher/Assistant Headteacher in charge of staff training to identify training needs and opportunities
- Organise and lead Continuing Professional Development (CPD) where appropriate
- To be involved in the selection and appointment of the Lead Teachers for KS3 & KS4 HAPs

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- Person to oversee the work from the whole school perspective
- Aid in professional development of staff e.g. Core Standards training and Newly Qualified Teacher (NQT) training and in HAPs tracking
- To assist in evaluating HAPs provision at the end of each year
- To assist in analysis and monitoring of HAPs
- To support staff in out of class activities: e.g. Enrichment days/sporting activities
- To support staffs' use of outside agencies
- To liaise with HAPs to have input into future planning
- To work with individual teachers or departments to identify opportunities to enhance the learning of the cohort
- To maintain and keep up to date the section on the school website for the HAPs Programme

5.4 HAPs KS3 Co-ordinator

- To co-ordinate the development, provision and outcome of the HAPs at KS3
- Lead for the provision and development of KS3 HAPs
- To identify, intervene and track high performing students at KS3
- To raise the aspirations of KS3 students to increase widening participation in Higher Education (HE)
- To support the transition of high performing students from KS2 to Haydon
- Assist with Year 6 Parents' Evening – invite parents to discuss HAPs provision
- Work with Faculty Managers, Curriculum Leaders, Department Leaders and class teachers to ensure suitably varied and differentiated schemes of work that promote suitable challenge and support across KS3 for HAPs
- To gather initial data of students as they arrive at Haydon in Year 7 and identify the HAPs and disseminate this information to staff
- Work with data and Year Leaders to identify under-achieving high performing students and work with colleagues to plan programmes for them
- Promote links with outside agencies for enrichment programmes for the students at KS3
- To monitor attendance of KS3 students at extra-curricular activities both in and out of school
- Celebrate the success of these students in assemblies, Newslink and with letters home
- Support HAPs with appropriate GCSE choices to facilitate possible applications to Russell Group universities in the future
- Monitor the KS3 register of HAPs ensuring that it is up to date and reflects the student population
- Encourage teachers to develop enrichment activities in school for KS3 students
- Develop intervention programmes for KS3 HAPs
- Widening participation for KS3 students who are Pupil Premium (PP)/first in family to apply to HE, promoting opportunities for speakers and visits for these students
- Act as KS3 champion for HAPs within the school creating and sustaining positive attitudes towards them and ensuring that provision for HAPs is kept at the heart of the school's agenda for developing teaching and learning
- Attend KS3 meetings where appropriate
- To offer emotional/social support to HAPs students

5.5 HAPs KS4 Co-ordinator

- To co-ordinate the development, provision and outcome of the HAPs at KS4
- To identify, intervene and track HAPs at KS4
- To raise the aspirations of KS4 students to increase widening participation in HE

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- Work with Curriculum Leaders, Department Leaders and class teachers to ensure suitably carried and differentiated schemes of work that promote suitable challenge and support across KS4 HAPs
- Work with data and Year leaders to identify under-achieving HAPs and work with colleagues to plan programmes for them
- Promote links with outside agencies for enrichment programmes for the students at KS4
- To liaise with careers advisors to increase HE participation
- Work with KS3 lead to support HAPs with appropriate GCSE choices to facilitate possible applications to Russell Group universities in the future
- Work with KS5 coordinator to make sure KS4 students select appropriate A Level choices to facilitate applications to Russell Group universities
- Widening participation for KS4 students who are PP/first in family to apply to HE, promoting opportunities for speakers and visits for these students
- Monitoring attendance and participation of KS4 students at extra-curricular activities in school and out of school
- Complete results analysis for KS4 HAPs followed by an intervention programme
- Act as KS4 champion for HAPs within the school creating and sustaining positive attitudes towards them and ensuring that provision for high performing students is kept at the heart of the school's agenda for developing teaching and learning
- Attend KS4 meetings where appropriate
- To offer emotional/social support to HAPs students.

5.6 HAPs KS5 Co-ordinator

- To co-ordinate the development, provision and outcome of the HAPs at KS5
- Lead for the provision and development of KS5 HAPs
- To identify and track HAPs at KS5
- Advice on the revision of the school policy or HAPs with regards to changes in school and nationally
- To complete a results analysis for HAPs KS5
- Work with Curriculum Leaders, Department Leaders and class teachers to ensure suitably varied and differentiated schemes of work that promote suitable challenge and support across KS5
- Work with Post 16 data to identify under-achieving HAPs and work with colleagues to plan programmes for them
- To co-ordinate and run the EPQ for HAPs students at KS5
- Promote links with outside agencies for enrichment programmes for the students at KS5
- To liaise with HE advisors to increase HE participation
- Co-ordinate applications to summer school programmes/university widening participation programmes
- Work with KS4 lead to support high performing students with appropriate A level choices to facilitate applications to Oxbridge and Russell Group universities
- Encourage teachers to develop enrichment activities in school for KS5 students
- Co-ordinate the programme of support for Oxbridge students/Medics/Vets
- Widening participation for KS5 students who have been PP/first in family to apply to HE
- Act as KS5 champion for HAPs within the school creating and sustaining positive attitudes towards them and ensuring that provision for high performing students is kept at the heart of the schools agenda for developing teaching and learning
- Attend KS5 meetings where appropriate
- To offer emotional/social support to HAPs students.

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5.7 Head of Faculty/Head of Department

- To oversee the schemes of work – differentiation and strategic approach
- Faculty/department agendas to regularly include HAPs issues under the heading of teaching and learning
- Review schemes of work to confirm opportunities or consider new ones
- To monitor appropriate learning – differentiation, setting, withdrawal, special tuition – master classes, acceleration, working with students
- To ensure that enrichment/extension material is being used by all subject teachers
- To be aware of the HAPs list and discuss this with staff within the faculty/department
- To offer emotional/social support to HAPs students

5.8 Year Leaders

- Where appropriate provide mentoring support to HAPs
- Communicate any concerns about HAPs progress to the KS Coordinator
- To have as a regular agenda item at meetings
- To assist in monitoring the progress of HAPs
- To offer emotional/social support to HAPs students

5.9**5.10 All Teaching Staff**

- Develop a learning climate of stretch and challenge within the classroom and around the school
- Differentiate the curriculum appropriately for HAPs
- Provide enrichment and extension tasks to HAPs in their subject
- To support students in their understanding of special abilities and not to single them out as odd or different
- Establish a dialogue with students to include higher order questioning techniques
- Class teachers to be aware of which students are HAPs, implement differentiation for HAPs, share outcomes and to contribute to the data base within the department
- To provide information to parents as to progress of HAPs
- To offer emotional/social support to HAPs students

5.11 Students

- To actively engage in the extension and enrichment work provided by staff
- To attend extra-curricular opportunities to help them progress
- To actively engage in the HAPs Programme

5.12 Parents

- Actively encourage their children to attend extra-curricular activities
- To support their children in pursuit of their HAPs goals

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History

Date	Issue	Status	Comments
February 2015	1	New	To Student Committee 18.03.15 – Approved. To FGB for ratification 13.05.15. Approved
January 2017	2	Update	To Student Committee 19.01.17 – Approved to FGB 03.02.17 for ratification. Approved
November 2018	2	Update	To Student Committee 05.11.18. Approved – to FGB 10.12.18 for ratification. Approved