

# **High Achieving Pupil (HAP) Policy**

## **Cornelius Vermuyden School**

**June 2016**



**T Keenan, Assistant Head (with responsibility for HAP)**

**HAP Link Governor: Rev M Walford**

## **Policy aims**

1. ***To develop the quality of Teaching, Learning and Assessment of HAPs*** - including those classed as disadvantaged - are able to make more than expected progress on a regular basis; particularly by the end of their GCSE studies.
2. ***To regularly evaluate Teaching and Learning of HAPs***, leading to robust assessment and continual improvement of HAP provision.
3. ***To provide high quality enrichment that leads to increased aspiration for HAPs*** – particularly activities that promote and embed the importance of further and higher education.

## **HAP lead**

**The Lead for the most able pupils is Mr T Keenan, Assistant Head.**

### **His responsibilities include:**

- Providing a register of HAPs.
- Supporting and developing CPD opportunities to ensure challenge is built into all lessons.
- Co-ordinating and providing enrichment and intervention activities.
- Tracking the progress of the HAPs, using performance data and lesson observations.
- Working with teachers to ensure HAPs are making the required progress through a range of strategies and intervention.
- Evaluating the whole school provision for HAPs - this is informed via the following:
  - pupil progress data against current or historic national performance.
  - pupil work through lesson observations/learning walks/work samples.
  - pupil and parent voice.
  - enrichment activities.

### **The actions and summaries of the HAP provision are provided via the following:**

- Head Teacher reports to Governing Body.
- Public examination summaries using up to date national data.
- Internal and external documents based on inspection or performance summaries.
- Summative evaluation report.

## Current Definition of HAP (High Achieving Pupil):

### For Years 9 or above:

- **An overall HAP** is one who achieves **level 5** or above in English **AND** Maths at KS2.
- **A HAP in English** is a student achieving **Level 5 or above** at KS2.
- **A HAP in Maths** is a student achieving **Level 5 or above** at KS2.
- In the absence of any prior data, HAP status **may be established** through internal baseline assessments, information gained through the primary liaison and transition process or other data sources.

### For Year 8, and future cohorts:

- **A HAP in English** is one who achieves a score at KS2 of **105 or above on the reading test**.
- **A HAP in Maths** is one who achieves a score at KS2 of **105 or above**.
- **An overall HAP is judged as a combination of 105 or above in both i.e. 210 or above**.

## Current research and national data shows that effective strategies to raise the performance of HAP include:

- A whole school HAP policy document, with clear objectives and outcomes, based on accurate internal and external data.
- High quality teaching and learning and assessment linked to well - planned CPD and Performance Management outcomes.
- Aspirational target setting, monitoring and interventions, which supports sustained progress of HAP over time.
- Creative and purposeful enrichment activities and programmes, promoting creative, high order and critical thinking skills (where impact can be clearly measured).
- Links and connections with Universities to promote aspiration and motivation, as well as a culture of academia and motivation.
- Effective transition between Primary and Secondary school to ensure a well –organised and challenging KS3 and KS4 curriculum.
- Membership of national HAP organisations and programmes and establishment of a link governor.

### **All HAPs must:**

- Have been advised of their HAP status and understand the current HAP definitions.
- Show evidence of an *aspirational* target and of their current performance - this target grade should be amended each time it is reached.
- Be given, and complete, differentiated assessments and exemplar material, allowing them to reach beyond their targets.
- React to effective, instructive teacher assessment in order to continue working past their target grades.
- Be given access to, and attend, well -planned and regular enrichment opportunities.
- Regularly review their targets across all subjects, and extend their learning beyond the classroom to ensure they are taking every opportunity to improve their academic performance across all subjects - particularly at GCSE.

### **All teaching staff must:**

- Read, sign and follow the HAP policy, thus declaring confirmation of how HAPs are identified and what whole school expectations regarding aims and outcomes are with this group.
- Possess and regularly read the HAP register; use relevant data to inform differentiated planning and delivery of work and to ensure that they are planning for the needs of all HAPs in classes/departments/houses - especially disadvantaged HAP pupils.
- Make specific reference to the needs of HAPs in planning, delivery of lessons and homework i.e. lesson planning/homework/assessment/target setting and any other relevant features of Teaching and Learning.
- Supply relevant exemplar material to support all HAP.
- Provide high quality marking and feedback to help increase outcomes, in line with current school policies and teacher standards.
- Provide opportunities for HAPs to engage with a range of effective and agreed whole school strategies/tasks, which have been proven to increase outcomes.
- Attend training, and subsequently use strategies that lead to high quality Teaching and Learning in relation to HAP - including delivery of enrichment opportunities.

### **All middle and senior leaders must:**

- Confirm that the HAP policy is understood and followed in their subject areas, and engage in on-going professional developmental work where appropriate and relevant.
- Possess, read and use the HAP pupil register; SLT lead to collate and distribute.
- Possess and scrutinise relevant HAP performance data, putting actions into place in their lines to improve HAP performance and contribute to the HAP evaluation cycle through completing the relevant audits.
- Be aware of, and contribute to, relevant action plans and support plans relevant to improving the progress of HAP.
- To promote high quality Teaching and Learning in their areas; to monitor the delivery of Teaching and Learning in relation to HAPs in their relevant areas and in some cases, across the school.
- To contribute and deliver HAPs training in their subject areas and/or to the whole school.
- To identify and share best practice - including enrichment - in their subject areas, which has led to HAP progress.
- Create provision for one enrichment activity per half term in a relevant subject area; to engage in recruitment of HAP to the activity; to deliver enrichment and review its impact.
- To be aware of national trends and information in relation to HAP, and to share within their lines.

### **All governors must:**

- Read, sign and support the HAP policy and its requirements, thus declaring confirmation of how HAPs are identified and what whole school expectations regarding aims and outcomes are with this group.
- Actively work with the school to ensure that HAPs outcomes improve over time.
- To work with the Head Teacher and/or relevant staff to regularly review the HAP policy and action plan; to engage in professional dialogue regarding outcomes and trends and support forward planning with regards to HAP.
- Engage in training that expands their knowledge, understanding and skills in relation to the education of HAPs.