

## Plan for the Higher Prior Attainers and the More Able: 2021-2022

We aim to achieve a whole school ethos where achieving at a high level is an expectation. We will do this by implementing effective identification and monitoring of our most able pupils on the basis of their academic abilities and potential. This includes:

- The identification of pupils with particular abilities
- Developing pedagogy that meet the needs of the more able
- Procedures for monitoring and evaluating provision and intervention for the most able
- Information and guidance for all staff to support the more able.

### Identification

#### Higher Prior Attainers

High Prior Attainers are students who show great potential to achieve high level outcomes across a range of subjects. Identification of these students begins on entry to Hurstmere School with those who achieved a scaled score of 110+ in English Reading and Maths in Year 6. They will be expected to work in the Mastery band in most or all of their subjects.

Cohort	KS2 Prior Attainment	Key Elements
Years 7, 8, 9, 10, 11	A mean scaled score of 110+	Mathematics and Reading

During the Induction Days, the new Year 7 cohort sit CAT4 tests. Score of above 128 (top5% nationally) will indicate that a pupil may also be a Higher Attainer, even if their KS2 data suggests otherwise.

#### More Able

Pupils are recognised as More Able without being a High Prior Attainer. Such learners will show marked aptitude in any curriculum area. This could include:

- Creative (e.g. aspects of science, design and technology, creative writing)
- Artistic (e.g. art and music)
- Practical (e.g. 'hands on', technological, vocational)
- Social (e.g. personal and interpersonal, leadership qualities)

Additionally, other characteristics that could indicate a More Able pupil include:

- That they are an advanced reader showing an understanding of language beyond his chronological age
- That they are highly articulate and verbally fluent
- That they give quick verbal responses to problem solving activities
- That they communicate to an adult level, showing an interest in topics beyond the curriculum
- That they show unusual and original responses, and can communicate their opinions and views
- That they are emotionally sensitive, showing an awareness of others

Teachers can make More Able nominations at the beginning of each year, but will not be able to “un-nominate” any pupil. Continuing the More Able nomination beyond just one year ensures that pupils who have shown a special talent for an area are constantly expected to do well in that area.

### **Responsibility for High Prior Attainers (HPA) and More Able (MA) Pupils**

SLT	<ul style="list-style-type: none"> <li>• Strategically lead on High Prior Attainers and More Able initiatives</li> <li>• Tracking the progress made by the HPA and MA pupils across the school</li> <li>• Provide support, including training for HODs and subject teachers</li> <li>• Create and sustain a culture of ambition and aspiration</li> <li>• Identify barriers to learning and break such barriers down</li> </ul>
Curriculum Leaders	<ul style="list-style-type: none"> <li>• Designing a challenging curriculum</li> <li>• Quality assuring the delivery of a challenging curriculum</li> <li>• Tracking the progress made by the HPA and MA pupils in their subject</li> <li>• Create and sustain a culture of ambition and aspiration</li> <li>• Construct a subject-specific raising achievement intervention plan</li> <li>• Identify barriers to learning and break such barriers down</li> </ul>
Classroom teachers	<ul style="list-style-type: none"> <li>• Delivering a challenging curriculum</li> <li>• Formatively assessing pupils’ work</li> <li>• Tracking the progress made by the HPA and MA pupils in their classes</li> <li>• Implementing department raising achievement interventions</li> <li>• Create and sustain a culture of ambition and aspiration</li> <li>• Identify barriers to learning and break such barriers down</li> </ul>
Pastoral team	<ul style="list-style-type: none"> <li>• Create and sustain a culture of ambition and aspiration</li> <li>• Identify barriers to learning and break such barriers down</li> </ul>

### **In the classroom**

High Prior Attainers and the more able can expect to be challenged in their lessons, with high level activities intended to increase the depth and breadth of their understanding. They will be expected,

for example, to undertake 'Take It Further' activities in most lessons. "Secure, challenge and mastery" is a key part of learning and teaching at Hurstmere. In addition to in-lesson focus, HPA and the MA will be closely monitored to ensure that they are making appropriate levels of progress. If they do not, intervention strategies such as mentoring, small group work and peer coaching will be employed to support them in their learning.

### Pedagogy

Challenge is the driving force of teaching the HPA and the more able. Only by giving our pupils work that makes them struggle (to be out of their comfort zone), and having the highest expectations of them, will we be able to move them beyond what they know and can do now.

NACE (National Association for Able Children in Education) encourages schools to develop their own practice based on the following strategies:

- Rich questioning
- Higher order and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment
- Different subject areas will deploy different and additional approaches according to age and stage.

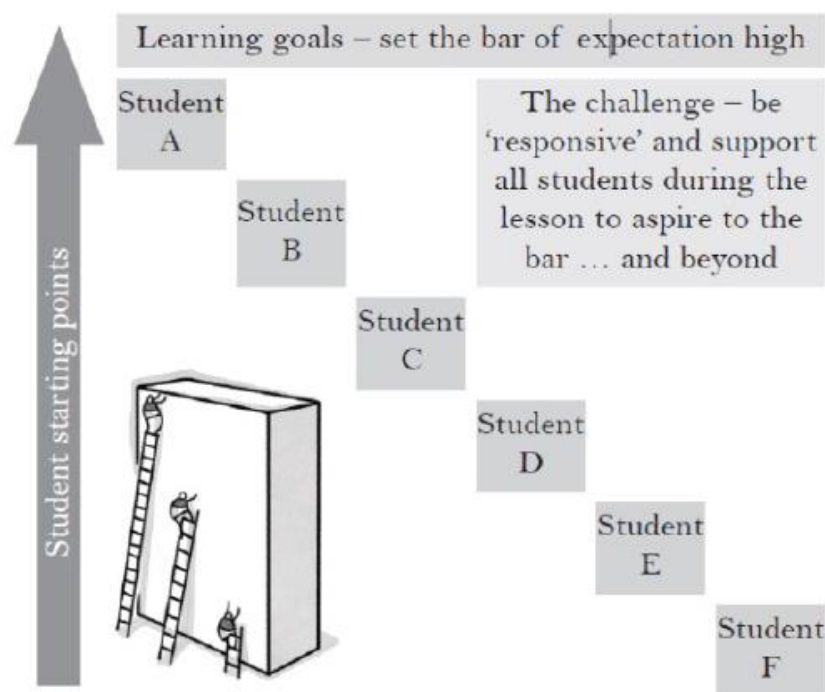
**In order to teach challenging lessons that make our pupils THINK HARD, we should:**

- Teach to the top – use the most able children in each class as the driver, not a bolt-on extra
- Avoid all, most, some learning objectives and instead make learning objectives single and challenging for all
- Know who our high starters are; know what they can do well and not so well; know how to push and challenge them, to keep them in the 'struggle' zone

# Keep them in the struggle zone



- 'Scale up' content by taking into account the expected knowledge, concepts and skills in our subject and teaching our classes just beyond that point.
- Set high expectations, and make pupils aware we are doing so.
- Model formal, subject specific academic language ourselves and encourage it from pupils.
- Ensure that pupils know what excellence looks like: examples of excellence are shared, discussed and deconstructed with the class
- Use questioning to probe pupils to stretch them further
- Provide feedback that challenges their thinking



Creating a Growth Mindset culture in the school



A planning and reflective tool

- Are all pupils expected to develop their knowledge and skills during the lesson?
- Are learning objectives challenging for all?
- Is the bar of expectation high for all pupils?
- Is appropriate support and scaffolding in place to enable all pupils to achieve this level of expectation?
- Is formal, subject-specific, academic language modelled by teachers and encouraged from pupils?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?
- Do you know who the more able are in your class and are you thinking about how to stretch them every lesson?

<b>Responsive Teaching</b>	<b>Scaffolds</b>	<b>Reshape the lesson</b>	<b>Plan in context</b>
<p><i>What could responsive teaching for stretch and challenge look like?</i></p> <p>Anticipating misconceptions that pupils usually have so when you cover a topic you can avoid them i.e. retelling stories of previous classes and the mistakes they made, plan questions that will test for common misconceptions.</p>	<p><i>What could putting in place extra scaffolds for pupils look like?</i></p> <p>Re-explain in smaller steps, model examples, effective use of your TA, give pupils an extra resource e.g. part of a sum or sentence starters etc.</p>	<p><i>What could reshaping the lesson for pupils look like?</i></p> <p>Explain a common difficulty/misconception to the whole-class again, re-model an area pupils are struggling with, allow pupils to re-model your explanations with theirs, spotlight pieces of work as you circulate the room, ask the pupils how/why they are struggling and then work out some 'stuck' strategies.</p>	<p><i>What could planning the next lesson in context of the previous one look like for a teacher?</i></p> <p>Sample books quickly i.e. put in three piles 'got it, nearly got it, not got it', quick flick the books, circle back and re-teach threshold concepts where necessary, regular use of DIRT and pupil re-drafting pieces of work, specific homework so that they can practise areas of weakness.</p>

## Professional Development

The school is committed to extending and developing teachers' skills in catering for the HPA and MA pupils.

- A CPD audit will be conducted annually allowing for targeted professional growth to occur. Teaching and Learning clinics and a weekly HPA and MA CPD strategy email will be used to cater for teachers' needs.
- Leaders for HPA and MA to attend national conferences and keep up to date with educational research in order to share and disseminate good practice.
- CPD sessions which provide a forum for sharing and disseminating good practice including strategies for challenging the more able
- Whole school INSET sessions that respond to particular aspects of pedagogy
- A Research & Development group focused on the achievement of the more able
- Coaching and individual support where appropriate.

## Outside of lessons

Hurstmere to offer a range of extra-curricular activities for the High Prior Attainers and the More Able, allowing for both enrichment and extension. This will include:

- Sports team
- Studiofix
- Theatre visits
- Field trips
- Community projects/performances
- Debating competitions
- STEM (Science, Technology, Engineering and Maths) club
- Intra- and inter-school competitions and a range of trips and opportunities
- The UKMT Mathematics Challenge, the ‘ArtsMark’ Award and University Visits.
- Penhill Trust projects and competitions

Enrichment activities provide opportunities for pupils to work with those of different ages, but similar interests and abilities.

## **Pastoral Guidance**

Our pastoral structure is organised to ensure all students are supported. Raising Standard Leaders, form tutors and teachers will monitor progress of pupils in their care and encourage the personal, emotional, social, moral, political and spiritual development of the individual. Support for HPA and the more able learners should include:

- Monitoring Student Planners
- Setting short, medium and long term targets and goals
- Encouraging participation in after-school clubs and the use of the library
- Parent Consultation Evening
- Parent contact

If any member of staff is concerned about the personal or academic well-being of a more able learner, they should notify the HA Committee.

## **Monitoring and Evaluation**

The SLT coordinator for HPA and More Able pupils is responsible for identification of HPA pupils, with the support of the school’s data manager. They will also monitor the provision and academic progress made by the HPA and More Able cohorts. The CPD of staff will also be the responsibility of the HA SLT lead.

Curriculum Leaders are responsible for the delivery of a curriculum that will stretch and challenge the HPA and More Able cohorts. They will also be responsible for monitoring the progress of these pupils, implementing subject level intervention when required.

Classroom Teachers are responsible for monitoring the progress of HPA and More Able pupils in their teaching classes using summative and formative assessment data alongside their professional judgements.

Assessment data is tracked against 'Aspirational' targets for each child, including HPA and more able pupils. These targets are firmly based on prior attainment but indicate that at least 'good' progress has been made. Staff, pupils and parents are made aware that targets are aspirational in nature.

Assessment data is shared with all staff shortly after each assessment point. Regular formative assessment of pupil work also plays a pivotal role.

Year 7 CATS results enable some targets to be revised accordingly. Pupils who perform better in CATS tests than in KS2 standardised tests may find that their KS4 targets are revised to add an extra 'level' of aspiration.

Senior Leaders to use subject assessment data, work scrutiny, lesson observations information to inform the whole-school raising achievement intervention strategy, with focus put on each Progress 8 cohort: English and Mathematics; 'E-Bacc' subjects and the 'Open Basket'. Attitude to Learning scores also help use the attainment data as a starting point for intervention.

Pupil Voice will be used to help quality assure the implementation of strategies aimed at supporting HPA and MA pupils.