



HERSCHEL GRAMMAR SCHOOL

Policy for the identification and support of High Performing Pupils (HPPs)

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Responsibility:	Curriculum Committee
Consultation:	n/a
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Author:	Bridget Smith HPP Co-ordinator

*subject to any relevant changes in legislation or other appropriate guidelines

1. Statement of the school's philosophy and aims of the policy

- In the pursuit of excellence, we aim to provide the very best opportunities for all our students to reveal, display and extend their abilities.
- We believe that nurturing the developing needs of the highest performing students is a factor in raising achievement for all.
- When pupils are challenged appropriately to their needs, they are most likely to develop to their full potential.
- Students' achievements will be acknowledged and celebrated by all members of the school community.
- Identification of HPPs is to be used as a means of supporting students appropriately. We are sensitive to the potential impact of labelling and therefore will not seek to publicly identify our HPPs.
- We seek to raise awareness of HPPs amongst staff and to support staff in providing initiatives that extend these students. This may necessitate broadening the range of teaching and learning strategies, appropriate resources and use of independent learning.
- We seek to provide a structure to identify, monitor, evaluate and review the development of our HPPs.
- We seek to address possible under-achievement in some pupils.

2. Definition of High Performing Pupils

- Pupils who are currently performing at a level significantly in advance of their year group in across a range of subjects.
- Pupils who exhibit exceptional performance in a particular subject or an extra-curricular activity.
- We recognize that a large proportion of our cohort fall within the national definition of gifted and talented (top 5-10%) and seek to identify our most exceptional students within this. In our school we anticipate that HPPs will embody approximately 10% of our students.

3. Identification Strategies

A wide range of quantitative and qualitative procedures will be employed, regularly reviewed and shared across all subjects:

- Year 6 scale score (from 2016)
- Year 7 CAT (On entry in September)
- Year 9 CAT scores (2015 Year 10 cohort: 126 or above)
- Accelerated reader program
- Internal examination results
- GCSE average point scores (2015 Year 12 cohort: 56 or above)
- AS levels (2015 Year 13 cohort: 4 A grades or above)
- Early identification by primary schools / visits in year 6
- Teacher recommendation is vital, from either internal exam results and/or observation. This is especially important where perceived potential is not demonstrated in assessment scores

- Evidence of outstanding achievement in an extra- curricular activity, whether inside or outside school e.g. success at national - level chess or debating competition
- Pupil questionnaire / self-identification

The HPP register will be kept open and flexible, to accommodate pupils who through enhanced opportunities, discover their potential. The emphasis will be on obtaining and diagnostically assessing the whole profile of the learner; cognitive, affective and physical.

4. Strategies which may be employed to ensure appropriate provision for HPPs within the school and beyond

- Ensure that HPP students are suitably challenged in all lessons so that they can make appropriate progress. This includes ensuring suitable differentiation exists within schemes of work / learning objectives. Setting / grouping within subject areas may be appropriate.
- Promote the use of higher order questioning, critical thinking and problem solving skills.
- Provide extension opportunities for home work / independent study.
- Provide a wide range of extra- curricular opportunities to encourage talents to flourish.
- Direct students towards appropriate work experience / further education that will develop their talents.
- Provide mentoring and additional provision for students of exceptional ability where deemed appropriate.
- Promote the development of independent learning by allowing students to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Accelerate learners and personalize their timetables if possible, e.g. year 9 attending year 10 class.
- Provide opportunities to celebrate exceptional work across the curriculum (performances/ prize giving evenings / displays showing excellence or extraordinary achievement).
- Provide opportunities for professional development of teachers to inform teaching strategies and share ideas with colleagues.

5. Roles and responsibilities of all adults involved in implementing the policy and improving support for HPPs

Senior Leader: Giles Whittaker (Assistant Headteacher)

- Oversees the implementation of the policy and confirms use of strategies employed with the Senior Leadership Team.
- Meets every half term with the HPP co-ordinator to review the implementation of the policy and effectiveness of provision.

High Performing Pupil Coordinator: Bridget Smith (Head of Product Design)

- Meets every half term with the senior leader.
- Works with link teachers within departments, to encourage implementation of the policy's aims and strategies.
- Coordinates the implementation of the policy and the programme for high performing students.
- Uses outside agencies including local and national networks to keep up to date with developments in the field.
- Keeps detailed records of these students, both for identification and progress and maintain a database of HPPs.
- Disseminates information as required to governors, teachers, parents, examination officer and senior management and lead on annual reviews of students' progress and implementing outcomes of the review.
- Leads on staff development and raising awareness of all issues relating to the policy.
- Involves students in the implementation of the programme, through regular feedback and support.
- Identifies and monitors HPPs in the school and ensures this information is passed on.
- Prepares and contributes to an annual review of standards achieved by the HPPs.
- Engages in dialogue with curriculum leaders and the leadership team to promote activities and the development of appropriate practice.
- Contributes to NQT and staff training.
- Meets with parents/carers and pupils who are involved in HPP programmes.

Link Teachers: One per faculty (ideally this should be the HOF)

- Identify HPPs within subject/faculty areas.
- Guide and monitor the overall provision for HPPs and also monitor individual progress of HPPs.
- Ensure that schemes of work guide teachers to best practice in meeting the needs of HPPs.
- Develop a range of provision which caters for all levels of ability and interest.
- Identify opportunities for extension and enrichment activities.
- Evaluate the impact of high performing pupil activities.
- Engage in discussions with the HPP about needs of pupils.

Classroom Teachers

- Give students opportunities to extend themselves by promoting problem solving, open ended and investigative activities within the classroom.
- Employ higher order questioning techniques and encourage students to use these too.
- Recognize that strategies used for raising standards for the high performing student will help raise standards for all.
- Recognize that HPPs will benefit from and respond well to challenging /higher level work rather than an increased work load.
- Ensure that class and homework activities are differentiated to meet the needs of exceptionally able students.

Parents

- Play a vital role in encouraging the development of their children.
- Are encouraged to discuss their child's abilities and needs at parents' evenings.
- Will be notified at other times if their child has been selected to participate in a particular enrichment/academic programme.
- Are encouraged to read relevant sections for parents on the school website / study wiz which provide information about subject content, reading lists, useful websites and recommended extension activities (e.g. places to visit during the holidays / at weekends). This information will enable parents to be as involved as possible in their children's education.

6. Monitoring, assessment and review

Recording and monitoring of the progress of HPPs is carried out using:

- SIMS (Students will be identified on every register and information supporting their identification and record of specific provision will be entered)
- KS3 and 4 exam reports
- Public examination results
- Teacher assessed progress
- Student surveys

Information gained during the monitoring process is first evaluated by the HPP co-ordinator in consultation with the Assistant Headteacher. This is then shared with the Link Teachers in order for it to be cascaded to departments.

HPP progress will be reviewed through:

- SIMS / 4 matrix reports of teacher assessments
- Updated HPP registers
- Qualitative evidence of pupils' achievements

Provision and practice will be reviewed through:

- Departmental evaluation and improvement plans
- Meetings with link teachers
- Faculty and Department meetings
- Teaching and Learning Group meetings
- School bulletins or newsletters
- Mentoring days / student feedback

This policy will be reviewed and evaluated in July 2016.