

Archbishop Beck Catholic College



High Attaining Pupil Policy

History Department

How is the progress of HAPs students monitored within the department?

The department has a clear understanding of the identification of Haps students within the college using relevant data. Students are then identified on mark sheets, seating and lesson plans. HAPS students are monitored using regular assessments. At KS3 and 4 these are knowledge based and skills. At KS4 they can take the form of exam style questions. Quality feedback is given for extended answers and time built in to review and correct work. The performance of more able students is tracked via analysis of data on SISRA. Regular discussions take place about the performance of HAPS so that we can also identify higher attaining Historians. Home school contact takes place to ensure that the learning environment best supports the student.

Strategies used within the classroom for HAPs students

The department use enquiry based lessons and assessments to encourage student's independent learning and achievement at a higher level. When available there is targeted T.A. support to ensure students are being challenged and stretched. Extended writing sessions are used to demonstrate how to access the higher level marks thinking. HAPs are expected to show full involvement, use their initiative and be fully engaged. Teachers will use deeper questioning and modelling so that students can produce work that stretches them more. There is an expectation that HAPS will accept more responsibility for their own learning and work independently on extension tasks that will stretch them.

How does the High Five lesson plan impact on the learning and progress of HAPs students?

The History curriculum and resources have been adapted to ensure all classes have in-built stretch and challenge. It has been identified on SOW opportunities for HAPs to extend and consolidate knowledge. Exam style questions are given at KS4 to allow skills and content with feedback and review. Modelling is frequently used at all key stages to show students how to produce work of the highest grade. The use of purple pen allows students to clearly see where modelling has taken place and so can be referred to. When feedback is given, students are given time to reflect and respond. The use of green pen allows students to clearly see how work can be improved.

Strategies used with HAPS students away from the classroom

On KS3 SOW reading lists and access to wider reading opportunities have been identified. Homework at KS3 is guided to support students and encourage independent learning. At KS4 and 5 there are intervention sessions for students to support exams. Collaboration with local universities and a visit to Central library at KS4 and 5 will encourage students to take responsibility for their own learning. Students are encouraged to use Edexcel and AQA exam board websites and available resources.

What intervention takes place to promote progress with HAPs students within the department?

A specific HAPs group has been created to allow progress at KS4. They receive extra lessons each week. Targeted resources are used with these students to allow the greatest amount of progress. Exemplar work is also used in lessons to demonstrate progress and what accesses higher grades.

After assessment periods HAPs are monitored and those not making positive progress are tracked. When serious concerns are raised, parents/guardians will be contacted and short term targets set.

How are students exposed to the skills required for grades 8 & 9?

A member of the department is an examiner for Edexcel. Their experiences are shared with the department who use it to inform teaching and learning practice. This is then cascaded down to the students. The department speaks to students to allow feedback and reflection over what is needed to gain higher grades after examination questions are completed. Exemplar 8/9 answers and mark schemes are available for students to access.

How are disadvantaged HAPs students supported by the department?

Disadvantaged students are identified on seating plans, this applies to disadvantaged HAPs. Support is given to students in terms of providing appropriate revision material during examination/assessment periods. Students are encouraged to use the History ISA before and after school and attend intervention when appropriate. The department is working on creating a 'Can do' culture to overcome the barriers to learning.