

Prior High Attainers' Policy

Rationale:

At Rosebery we are committed to providing an environment which encourages all students to realise their potential. We look to provide effective learning opportunities across the curriculum for all learners and this includes strategies and opportunities that challenge Prior High Attainers (PHA). Provision for PHA students is not a bolt-on, but an integral part of effective teaching and learning.

Aims of the policy

1. Raise achievement and aspiration among all students by challenging and supporting PHA students.
2. Encourage and maintain a culture where student achievement is celebrated.
3. Ensure that all lessons are appropriately differentiated to ensure stretch and challenge.
4. Ensure PHA students are known to teachers to ensure that they are appropriately targeted and monitored.
5. Provide internal and external enrichment opportunities to promote stretch and challenge.

Identification

PHA students are identified on entry into the school. There are two categories of PHA classification and they are as follows:

PHA 10 – Students in this group are identified as being overall Prior High Attainers. Identification at KS3 and KS4 is based on KS2 average points score, with the top 10% of the cohort being defined as PHA 10. At KS5, students are identified based on GCSE results and data from the L3 VA. PHA 10 students are recorded on SIMS and registers are available in the PHA folder of the M Drive for teachers.

PHA H – This category is valid for students commencing from September 2017 onwards. Students in this group are categorised as having exceeded expected standards at KS2, as determined by average KS2 average scores. In the event of students not taking SATS, year 7 reporting data and evidence from subject teachers will be used to inform whether a student falls into this category. PHA H students are marked with H on SIMS.

Provision

The school provides all students with a broad and balanced curriculum in which they receive a high level of challenge across all subject areas.

Key stretch and challenge strategies used at Rosebery include:

- Clarifying, sharing and understanding learning intentions.
- Engineering effective discussions, tasks, and activities that elicit evidence of learning.
- Activating students as learning resources for one another.
- Activating students as owners of their own learning.
- Providing feedback that moves learners forward.

In conjunction with this, Rosebery offers an extensive Enrichment Programme which enhances their learning through: clubs, activities, intervention programmes and trips. Current opportunities include philosophy enrichment, students as researchers and subject-specific clubs offered by departments.

Roles and responsibilities

Teachers

Teachers carefully plan to stretch and challenge all students. Teachers are aware of the PHA 10 and PHA H students in their classes and in-turn track, monitor and review their progress and attainment. To ensure all students achieve well, support and intervention is offered.

Heads of Department

Heads of Department lead on curriculum development which ensures that the needs of PHA students are met and they quality-assure this process in their subject area. Heads of Department track, monitor and review PHA performance data and in this process oversee intervention programmes.

AHT T&L

The AHT T&L leads in the development of PHA provision to drive challenge for all at Rosebery. This includes analysis of performance data of PHA 10 students and implementing appropriate intervention and support in conjunction with relevant HODs/HOYs. In addition, the AHT T&L is responsible for overseeing the enrichment offer for this cohort of students, through working with the AHT Enrichment and Engagement, and HODs/HOYs as relevant.

Leadership Team

The Leadership Team strategically plan, monitor and review curriculum models, systems and provision to ensure that the needs of PHA students are well met. In conjunction with Middle Leaders, the Leadership Team assess student performance data as part of their commitment to whole school improvement.

The Governing Body

The Governing Body work with the Leadership Team and other members of the school community to lead on the realisation of their vision for PHA students. In this work, they ratify the PHA Policy and systematically review its impact.

Policy review

The policy will be reviewed every 3 years by the AHT T&L and the Leadership Team and other relevant staff.