

Support for students with High Prior Attainment (HPA)

How will we meet the needs of High Prior Attaining students at Ashby School?

At Ashby School, we believe in the importance of providing challenging and stimulating learning experiences for all students and creating an ethos that anything is possible.

What is our philosophy and rationale for High Prior Attaining students?

This strategy provides guidance on how we will meet the needs of students with a high learning potential. We aim to achieve the following objectives:

- To identify HPA students.
- To address the needs of HPA students by providing support and teaching which makes their learning challenging, engaging and enables them to reach their full potential
- To provide enrichment activities outside the classroom to support resilience and responsibility for independent learning.
- To raise aspirations of HPA students.
- To liaise with parents and carers of HPA students.

How will we identify High Prior Attaining students?

Our students are identified through various sources of information, including:

- KS2 NGRT Scaled Score of 110 or higher
- Reading tests
- GCSE results for Year 12 and 13 students (an average GCSE score of 6.10 or higher)
- Recommendations from subject teachers

This information is collected and made available to all staff.

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In-class support

High quality teaching for High Prior Attaining students is the same as high quality teaching for all our students. Strategies include:

- Ensuring there is clear progression within our curriculum model.
- Checking students have the knowledge base to succeed. In order to do this, all teachers need to ensure they have outstanding subject knowledge. This is achieved through our CPL programme.
- Modelling examples of excellent pieces of work and exam answers in each subject and sharing them with students.
- Assessing students according to our curriculum model. Have students learnt what we wanted them to learn?
- Encouraging students to embrace challenge, learn from their mistakes and develop the resilience to succeed. This may be through the content of our lessons, encouraging students to elaborate and explain their thinking during questioning or through feedback.
- Avoiding cognitive overload by presenting material in small steps.
- Encouraging students' metacognition and teaching students how to learn effectively. For example, through the Empowered to Learn programme, using visualisers to live model teacher thinking and teaching students about the importance of retrieval practice and organisation.

Academic monitoring

Students' progress is monitored throughout the academic year and across the key stages. Regular data collections monitor student progress, these are reported to parents and carers and discussed at parents' evenings. Faculties, Departments, Raising Standard Leaders and the Sixth Form Team analyse the results, track the progress of High Prior Attaining students and intervene if necessary. Intervention may take the form of discussions with the students as to barriers or challenges they are facing in their learning and support given by subjects and Raising Standard Leaders.

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Academic enrichment

There are a specific range of trips, clubs, productions and programmes available to all students. A regularly updated list of after school clubs is available on the school website.

Here is a small example of trips and programmes we have offered:

- UKMT Maths Challenge: High attaining students in Years 10 and 11 are regularly entered for the UKMT Maths Challenge. This is a national mathematics competition organised by The University of Leeds. Many students achieve Bronze, Silver and Gold certificates in the individual challenges.
- The English and Drama Departments run trips to professional theatre shows. For example, 'An Inspector Calls' and the National Theatre's new stage adaptation of 'The Ocean at the End of the Lane' at the Curve Theatre in Leicester.
- The English Department run a Dystopian Book Club for Year 12 students.
- Physics students take part in 'Beamline for Schools' which is a competition where they create projects they could take to CERN
- Students visit Warwick Castle as part of the Year 7 Humanities curriculum and a visit to the Black Country Museum is being planned for future Year 8 students. Previously Year 10 and 11 History students have visited Ypres and the Somme on a three-day field trip, to enrich their understanding and appreciation of the Great War. Year 13 History students also visit Bosworth Battlefield to support and extend their studies of late Medieval English history.
- Bi-annually the Drama department produces a school musical. Previous productions have included 'Our House,' 'Grease,' 'Chicago' and 'Return to the Forbidden Planet.' Students act, sing, dance, perform in the band, produce the sets and manage the staging and lighting. This develops their confidence and dramatic skills and teaches them to work as a team to produce a high-quality production which is performed over six shows.
- The Music department runs regular orchestra and jazz band rehearsals, culminating in performances in the autumn and spring terms.
- The Design Faculty has run workshops focusing on making skills of a high level for Design and Technology students, taking practical work above and beyond that required for the specification.
- Raising Standard Leaders have organised Aim Higher sessions after school on Teams, focusing specifically on modelling excellent GCSE responses and explanations of how to achieve at the highest level in GCSE examination subjects.

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How will we support parents and carers in meeting the needs of High Prior Attaining students?

At Ashby School we are currently developing an Aim-Higher activity booklet for parents and carers to support HPA students. These activities have been carefully selected by faculties to enhance curiosity and challenge our students beyond the classroom.

How will we raise the aspirations of High Prior Attaining students?

At Ashby School we have an Empowered to Learn (E2L) careers programme for Year 7 students covering topics including 'Best of Me', 'Teamwork' and understanding what careers in the curriculum looks like. This helps prepare our students for life at Ashby School and allows for self-reflection at the beginning of Key Stage 3.

From Year 7 and continuing through to Year 11, students complete the Future Skills Questionnaire which measures the career readiness of students. We track this data for their entire school journey and offer support when required.

In Year 11 Form Tutors run a regular 'Career of the Fortnight' activity during form time. This provides students with information on a range of different jobs and careers that they may aspire to have e.g. Architect, Biotechnologist, Interpreter or Lawyer. Year 11 students are invited to attend sessions and talks on Engineering and Medicine. They also have the opportunity to attend Apprenticeship workshops and are given targeted careers interviews with Ashby School's Career Advisor.

At Ashby School we have links with a number of universities, including Leicester University, Nottingham University and the University of Lincoln. High Prior Attaining students are encouraged to attend university-led sessions. In previous years we have:

- Arranged visits and talks by university lecturers and students, focused on providing information about various careers, course choices and how to apply for university.
- Every year a Careers Evening is held. Students, their parents and carers can use the event to explore career opportunities and to find out more about the options available to them in employment, apprenticeships, training, and further and higher education. The evening is also a chance to find out more about current vacancies and to talk to representatives from more than 40 employers and education providers about what is on offer.

Support for students with High Prior Attainment (HPA)

How will we continue to meet the needs of High Prior Attaining students at Sixth Form?

We have high aspirations for all our Sixth Form students and support our High Prior Achieving students in applying to Russell Group Universities. This support includes the Extended Project Qualification which allows our pupils to embark on a largely self-directed and self-motivated project. Students must choose a topic, plan, research and develop their idea and decide on their finished product. We encourage creativity and curiosity. A project topic may be directly related to a student's main study programme but should look beyond the specification. For more information please see Ashby School's website.

In addition, we offer the following opportunities to students with high learning potential at Sixth Form:

- UCAS Careers Fair
- Individual support with Oxbridge applications and mock interviews.