



HITCHIN BOYS' SCHOOL
An Academy Trust

POLICY FOR HIGH PERFORMANCE GROUP (HPG) STUDENTS

BACKGROUND

All of our students have their own gifts and talents. We are fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

IDENTIFICATION:

HPG students are identified using the following criteria:

A KS2 Standardised Score above 115 or a nomination by a Head of Department, based on that Department's own clearly defined and agreed criteria.

The register of HPG students is updated regularly by the HPG Coordinator(s) and published on the p:drive and SIMS. Letters are sent home to parents of those students identified.

PROVISION:

Three modes of provision exist: *acceleration* (tackling study material earlier), *enrichment* (increasing breadth of study) and *extension* (increasing depth of study).

Teachers will want to provide a suitable level of challenge for every student in their classroom. To ensure full inclusion it is necessary to extend and motivate the brightest students. Departments should grasp opportunities to produce differentiated materials for those with a real aptitude for their subject.

Teaching and learning strategies that are incorporated into planning for HPG students will benefit all students. "A rising tide raises all ships." We should strive for demanding objectives for all, rather than simply bolting on extension activities for higher achievers.

Classroom provision for the HPG is monitored by Heads of Department and Senior Leadership Team as part of the on-going cycle of lesson observation and work sampling.

Challenging experiences for the HPG outside the normal timetable include: musical, drama, artistic and sporting opportunities, master classes and enrichment days, field trips and visits, lecture programmes and conferences, national and regional competitions and summer schools.

The policy and actions in-school should be complemented by pupil and parental/carer involvement. It will be the joint target of school, pupil and parents/carers to ensure that:

1. aspirations are high but not unreasonable;
2. there is agreement about the range of aptitudes and abilities held by a given child;
3. opportunities are welcomed and supported by all involved.

Approved by Main Board July 2019