

High Performance Group Policy

Policy Number: HBS041

Governor Committee: T&L

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Issue Date: 28/06/2022

Review Date: 28/06/2023

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 28/06/2022
It is due for review in 12 months from the above date.

Signature _____

Date _____

Head Teacher

Signature _____

Date _____

Chair of Governors

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INTRODUCTION

At Hitchin Boys' School we are committed to providing an environment, which encourages students to meet their potential. We look to provide effective learning opportunities across the curriculum for all learners; this includes strategies and opportunities to challenge these students.

The High-Performance Group at Hitchin Boys School captures the fact that some students are performing at a level over and above their age- related peers in a certain area, but that this situation is flexible; most High Performer's will have to work hard to maintain this advantage, while other students can become High Performer's through improving their performance.

Our approach is to provide a personalised learning experience which tailors each student's education to individual need, interest and aptitude. Provision for the High-Performance student's is not a 'bolt on' but an integral part of effective teaching and learning.

AIMS AND OBJECTIVES:

- To raise achievement and aspiration among all students by challenging and supporting High Performance students to push the boundaries of what is possible.
- To encourage and maintain a culture where students are recognised for their high achievements and that these are celebrated.
- To identify, and keep under review, a register of High-Performance students.
- To ensure that learners who are recognised as being a High Performer's receive a personalised education, that enables them to attain their full potential.
- To provide a range of differentiated teaching and learning activities on a day-to-day basis which aim to provide intellectual challenge and develop physical and social skills.
- To review the curriculum to provide accelerated progression pathways for High Performance students
- To develop and sustain an ethos throughout the school in which students are encouraged to aspire towards high achievement

IDENTIFICATION

HPG students are identified in two distinct ways:

1. A KS2 Standardised Score above 115
2. Head of Department / Faculty nomination: students with passion and potential in individual subjects are nominated by their teachers after October half-term, and a centralised database is created. This list can be adapted throughout the year.

Other identification methods, including self-nomination and parental-nomination, can be used with students being considered on a case by case basis.

Our methods of identification make use of both formative and summative information. At Hitchin Boys School we use information from national and departmental assessment data, information from feeder schools and teacher nominations. Identification of High-Performance students will not be made solely on academic achievement but on certain indicators of the potential to achieve at a high level.

Staff will review lists annually.

By utilising a range of identifiers and a periodic review, we ensure that the process of identifying High Starters is fair, effective and representative of our cohort.

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

Hitchin Boys School will provide High-Performance students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside. The school's standard assessment and marking policy will be used. Subject teachers will be made aware of those students on the High-Performance register and should seek to monitor progress. Furthermore, subject teachers should identify High Performance students on their seating plans so that those students are highlighted.

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

Teaching and learning strategies that are incorporated into planning for High-Performance 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 High-Performance students is monitored by Heads of Department and the Senior Leadership Team as part of the on-going cycle of lesson observation and work sampling.

Challenging experiences for the High-Performance students 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.