



Staffordshire University Academy		Academy Policy Document			
Approved by:	SLT	Issue date:	Sept 2018	Review date:	Sept 2019
Policy Owner:	Assistant Principal	Page: 1 of 2			
Audience:	Staff	Students	LAC	Parents	

The More Able or HPA – High Prior Attaining Policy

Definitions

'More Able' is the term used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school, be that school a nursery, primary, selective and non-selective post-primary school or other educational setting.

Objectives

The more able policy details how Staffordshire University Academy will best endeavour to meet the needs of ALL children and young people, and fully recognises that **some** children will require additional challenge in classes, support or strategies to extend learning beyond the curriculum, so far is as reasonably practical.

Over the next academic year, the lead member of staff for HPA, will develop a programme entitled 'AIM – Able and Inspired Mind'. This long-term programme will ensure HPA students have tailored experiences.

Staffordshire University Academy is committed to an inclusive curriculum to ensure best possible progress, and the fulfilment of potential for all students, whatever their needs or abilities.

Responsibilities

The Local Academy Council is responsible for using best endeavours to meet the needs and provide appropriate challenge to all groups of students in the academy.

The Principal is responsible for ensuring this is translated into reality in day to day running of the academy.

The senior leader is responsible for overview of the strategy.

The middle leaders are responsible for the day to day provision, assessment and record keeping for more able students.

All teachers should take full responsibility and differentiate appropriately for all children and young people in their classroom.

Identification and Assessment

Identification of children who are more able is done through the use of Key Stage 2 attainment (on-entry) data.

- Pre- identified information may be transferred from the primary school to Staffordshire University Academy
- Students who enter Year 7, 8 and 9 with a score of 105 in English reading and maths are classed as those with higher prior attainment or more able
- Other students within the academy (Y10-11) are classed as more able if they have a combined English and maths fine-level score of 5.0 or above
- All more able students are identified on the academy's internal data trackers – they are purple or orange students.
- Any underachieving student is identified and support offered through a programme of intervention as appropriate



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Provision within Year Groups

- HoY to provide enrichment opportunities for any HPA leavers in their cohort.
- HoY to liaise with careers lead to ensure there is a robust careers plan in place.
- HoY to regularly track and monitor progress of HPA students and liaise with departmental staff.

Provision within departments and faculties

- To support and develop strategies within an appropriate curriculum
- To monitor progress over time and provide regular feedback about the child's achievement, experiences or any further concerns
- To plan the next steps of each student's learning
- To encourage extra-curricular opportunities to extend learning

Each faculty has a HPA – lead member of staff, responsible for ensuring that all strategies are consistently and effectively implemented in their respective subject areas.

All provisions are regularly monitored and reviewed. The academy has the same high expectations for more able students as we do for all students. Targets are set regularly for all students in the academy and these are shared with parents and carers.

Levels of Response

The academy is committed to providing quality first wave teaching within a differentiated curriculum. Departments are encouraged to identify highly achieving students within their subject and identify them on a departmental able list.

External Provision

The academy will always seek to extend experiences where available and appropriate.

Working in Partnership

Students often have a unique knowledge of their own needs. The academy will seek to ascertain the child's views about what sort of assistance they would like to help them make the most of their learning potential. They will be encouraged to participate and contribute in all decision making processes.