



KINGSDOWN SCHOOL

HPA Policy

stretch

*I really want to learn
and will stretch myself
to achieve what
I didn't think possible.*

challenge

*I am curious, determined
and resilient.
Set me a difficult
task and I will always
find the answer.*

Approved by by: Full Governors

Date: May 2023

Last reviewed on: May 2023

**Next review due
by:** May 2025

Stretch and Challenge Policy

“There are two ways to interpret the phrase “stretch and challenge”. On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil’s thinking. On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils. Both interpretations are equally valid and essential components of great teaching.” **Mike Gershon**

Aim

To ensure that all Higher Prior Attaining (HPA) students and those identified as more able are stretched, challenged and supported to reach their potential within and beyond the curriculum experience.

Objectives

- To ensure that all HPA students throughout the school, including disadvantaged and SEND HPA students, make good progress.
- To ensure that all HPA students, including disadvantaged and SEND HPA students, achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of all students, especially HPA students.
- To provide challenging teaching that stretches and inspires HPA students.
- To accurately assess and track the progress of HPA students so that focused interventions can be used where necessary to support progress.

Definition

At Kingsdown School HPA students are defined as students achieving a scaled score of 110+ in their key stage 2 performance data. Additionally, students with a particular aptitude within a subject may also be recognised as being More Able and targeted with the same support and strategies as HPA students.

Higher Prior Attaining students can also be referred to as ‘HPA’ students.

It is widely accepted that HPA Students will display some of these general characteristics:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- are determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- are particularly creative;
- show great sensitivity or empathy;
- make sound judgements;
- are outstanding leaders or team members;
- are fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects within a particular subject, or aspects of work.

Roles and responsibilities

SLT Lead	<ul style="list-style-type: none"> • Strategically lead on HPA initiatives • Manage and support the Stretch and Challenge Coordinator • Report to Governors on the progress of HPA students • Create and sustain a culture of ambition and aspiration
Stretch and Challenge Coordinator	<ul style="list-style-type: none"> • Monitor and track the progress of HPA students and the progress of key groups within the cohort across the school. • Work with departments and pastoral staff to put in place appropriate interventions for HPA students and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of HPA students are addressed. • Monitor and track the appropriateness of the curriculum [and destination choices] of HPA students • Collaborate with the SLT link for Enrichment regarding the provision of enrichment opportunities reviewing their reach and appropriateness. • Work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for HPA students • Work with the relevant staff to ensure that the teaching of HPA students is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of HPA students • Keep staff informed of research, good practice and resources on the effective teaching of HPA students.
Middle Leaders	<ul style="list-style-type: none"> • Designing a challenging curriculum • Quality assuring the delivery of a challenging curriculum • Tracking the progress made by HPA students across the subject • Constructing and delegating subject specific interventions when necessary • Create and sustain a culture of ambition and aspiration • Identify barriers to learning for HPA students
Classroom Teachers	<ul style="list-style-type: none"> • Delivering a challenging curriculum • Formatively assessing student work • Tracking the progress made by HPA students in classes • Implementing department interventions • Create and sustain a culture of ambition and aspiration

Students	<ul style="list-style-type: none"> • Stretching themselves to achieve what they did not think possible. • To be curious, determined, resilient and always striving to find the answer. • Feeding back and responding to Student Voice on HPA issues
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Monitoring and evaluation

At Kingsdown School assessment data is tracked against 'Aspirational' targets for each child, including HPA students. These targets are firmly based on prior attainment but indicate that at least 'good' progress has been made. Staff, students and parents are made aware that targets are aspirational in nature and HPA students will be encouraged to regularly reflect on these.

Enrichment opportunities

At Kingsdown School Extra-curricular clubs and activities are run by teaching staff across the school. HPA students will be directed and encouraged to attend activities to ensure they are gaining the most from their time at school. Sports teams, music and drama clubs and many opportunities for performance are also available along with reading competitions, theatre visits, field trips, subject projects, and debating competitions. Enrichment activities will provide opportunities for students to work with those of different ages, but similar interests and abilities and support our HPA students to find deeper enrichment and engagement with school life. We are firmly committed to ensuring that HPA students are individually signposted and directed towards enrichment activities linked with further and higher education and key employment sectors. We will work in partnership with local institutions and national organisations to ensure that students are fully exposed to the routes leading to their potential career pathways.

Signed by: 
Emma Leigh-Bennett

Signed by: 
Lynne Scragg

Date : 16th May 2023

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