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At St Marks School we believe that all students are entitled to a challenging transformational education that will enable them to realise their God-given potential and ensure they have the ambition, confidence, cultural capital and employability skills to be successful in their future university or professional career pathways.

Aims

Our aim is to provide the best provision for HAs students within every subject area. We aim to create an experiential learning environment inside and outside of the classroom to ensure HA students have multiple opportunities to fulfil their God given potential and maximise their progress. This will be achieved by offering activities that extend and enrich their learning and promote high attainment and good progress and all HA students will be targeted with stretch and challenge tasks within their lessons.

Objectives

- To ensure HA students reach their potential in academic and non-academic areas.
- To offer HA students opportunities to explore more demanding work in and out of the classroom e.g. higher knowledge, abstract concepts, communication skills, mathematical skills and thinking skills including problem solving.
- To encourage independence and creativity in students in developing their own broad range of learning styles.
- To develop a consistent approach from all members of staff towards provision for HA students.
- To ensure HA students' pastoral needs are supported.

Identification of HA students

KS3 & KS4

- Key Stage 2 standardised score
- CATs tests

KS5

- KS4 results

In identifying HA students, full consideration will be given to the schools Inclusion and Equality Policy.

Roles and Responsibilities

The designated Member of the Leadership Team with leading on HA students is Mrs Amanda Fleck - Assistant Vice Principal. The HA coordinator is Hannah Partis.

The HA coordinator responsibilities include:

- To work with data manager to ensure identification of HA students uses a clear methodology.
- To be responsible for ensuring that all staff are aware of who the HA students are in their classrooms.
- To ensure appropriate liaison with key members of staff, e.g. Progress Leaders, Heads of Department, EAL and careers coordinator.
- To be responsible for high quality training and support of teachers who teach the HA students.
- To track the external opportunities provided for HA students via MS Teams.
- To ensure that parents of HA students are communicated with regularly regarding the specific provision for their children.
- Be the advocate for HA students within the Academy.

The HODs responsibilities include:

- To ensure there is a clear and shared understanding of high attainment and high-quality challenge in their subject.
- To ensure that guidance on identification and tracking of more HA students (including underachieving) in the subject is carried out and best practice is shared with their teams.
- To ensure that the curriculum and SOW provide appropriate challenge in their subject.

Teaching and support responsibilities include:

- All teaching and support staff should be aware of the school's policy for HA students.
- Understand the importance of high-quality provision for HA students and its wider impact.
- Be equipped and supported to deliver high-quality provision for HA students.
- Teachers should also be clear about the need and mechanisms for assessing the achievement of HA and how to feed such assessment information back into teaching.

Extra curriculum and enrichment opportunities

We seek to provide HA students with enrichment opportunities including access to information on higher education and careers working with the careers coordinator.

We will achieve this by:

- By coordinating enrichment activities with SMA staff and external providers so that each year group has a variety of enrichment activities across the academic year (see list of potential events below).
 - Raising awareness of HA activities with the community, staff and parents.
 - By providing opportunities for subject specific HA activities added to the calendar for the year.
1. The Scholars Programme – run by The Brilliant Club
 2. The Thinker’s Project
 3. Sixth Form Virtual Career Talks - InTheINdustry
 4. Finalise – UCAS and Personal Statement Workshop Drop Down Days
 5. Teach First Business Challenge – run by Accenture
 6. EAL Workshops – with Kings College, Wimbledon.
 7. Senior Aspirations Project (including):
 - a. GCSE Reinforcement Sessions – Wimbledon Schools Partnership
 - b. The Globe – Year 9 Macbeth Workshops
 - c. University Visits for Year 11
 - d. University Visits for Year 10
 - e. Future Foundations Events
 - f. Academic lectures at Universities and King’s College School, Wimbledon (KCS)
 - g. Year 10 Visits to The West End
 - h. Science Workshops for Year 7
 - i. King’s Collaboration Project with the Sixth Form
 - j. King’s College – St. George’s Hospital Collaboration Project

Monitoring and Review:

- Half termly reviews by the HA coordinator will take place to monitor progress rates against expectations via data analysis.
- Termly questionnaires to obtain student and parental views of the HA provision.
- An annual review of the HA register through consultation with staff. The review will include feedback from parents and students, as well as regular classroom observations of teaching and learning and termly evaluations of student’s written work.
- Good practice and staff skills will be developed through the use of INSET sessions, external training and HA coordinator led group meetings.
- Discussions on HA provision will also form part of department meetings to ensure staff are informed of developments and have the opportunity to contribute to the provision.