



**Gildredge
House**

High Prior Attainers and Talented (HPAT) Strategy Document

Document Review and Approval

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Reviewed by: Assistant Headteacher for Inclusion

Approved by: Heads of School- Primary and Secondary

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1. Our Mission - ASPIRE, IN ALL THAT WE DO

At Gildredge House, our vision is clear and underpinned by a strong value-based education where learning in and out of the classroom is prioritised, to support students to achieve their potential and beyond. We have the highest aspirations for our school and every member of our school community.

2. Aims and Objectives

Our aim at Gildredge House is to provide the most intellectually stimulating environment for our HPAT students, both within the curriculum and in areas outside of the curriculum in which they flourish.

We aim to do this by including activities within lessons that stretch and challenge these students to be involved in “healthy struggle”, as well as providing a variety of opportunities outside of the classroom where this can take place.

Our objectives are to:

- Provide every student with quality first teaching within every subject and classroom they attend.
- To raise the profile of our HPAT students, so they can be stretched and challenged in all areas of the curriculum.
- Identify students who have significantly above average ability in one or more areas of the curriculum.
- Ensure that HPAT students meet and exceed their expected academic attainment and progress benchmarks.
- Provide a variety of extra-curricular and enrichment opportunities, to expose these students to different experiences that can raise their aspirations.
- Encourage confidence, creativity and independence, through opportunities to lead others, explore ideas and concepts and overcome challenges.

3. Identification Criteria

High Prior Attainers (HPA)

Primary

EYFS (Reception)

- Students’ pre-school record provides a detailed indication of the students’ strengths and if they are showing significant ability in a particular area.
- Teacher baseline assessments are also delivered within the first half-term of reception at Gildredge House, that provides information regarding students application of skills in a variety of areas.

Key Stages 1 and 2 (Years 1-6)

- Teacher baselines will also be delivered within the first half term of every new academic year.
- Data received from curriculum assessments will also provide information relating to those performing significantly above age-related expectations.
- In Year 6, students will complete national standardised tests. The data provided from the assessments will allow us to see those working significantly above age-related expectations in Reading, Writing and Maths.

Secondary

Key Stage 3 (Years 7-9)

- Students that achieved 110+ in their English and Maths KS2 SATs tests are defined as a High Prior Attaining student.
- We may also add students to the HPA register if, following underachievement in their SATs or having no testing data, they score 128+ (top 5% nationally) in their CATs test, taken in Year 7.

Key Stage 4 (Years 10 & 11)

- The criteria above will be carried through into key stage 4
- For those students whose benchmark in all subjects is 7 or above, they may also be added to the HPA register

Talented (HPAT)

Students can be identified as “talented”, without being a high prior attaining student. These students will show significantly advanced skills, when compared to their peers, in one or more curriculum areas.

This could include:

- Creative (e.g. aspects of science, design technology, computer science, creative writing)
- Artistic (e.g. art and music)
- Practical (e.g. physical education, technological, vocational)
- Social (e.g. personal and interpersonal, leadership qualities)

4. Characteristics of a HPAT student

It is important to mention that all students are different and that not all HPAT students will stand out from their peers as a high achieving student. Some students may have a special education need or disability (SEND), struggle with their mental health and/or struggle with intrinsic motivation.

Speaking generically, we would expect the majority of our HPAT students to display a variety of the following characteristics:

- Ability to use initiative and think quickly
- Able to solve problems and find solutions
- Able to be adaptive to the needs of a situation and apply skills they have learnt in a variety of situations
- Outstanding leaders, also able to work extremely well as part of a team
- To achieve well in a variety of contexts
- High levels of literacy, understanding of language beyond chronological age
- Being a positive influence on those around them
- Showing curiosity and passion relating to a particular curriculum area
- Be hard working, organised and resilient
- Able to use a high level of mastery within lessons, to meet the lesson objectives effectively
- Be a good communicator to share their thoughts and ideas
- To be able to empathise and listen to the thoughts and feelings of others

There are many more characteristics these students may display; however, we consider these to be the most common themes associated with our HPAT students.

Teachers can nominate “talented” students at throughout the year, by liaising with their Head of Department or Phase Leader.

In the secondary phase of the school, each department will have set and established criteria for a student to be considered “talented”.

A student cannot be taken off the talented register, to ensure they continue to push themselves and have high expectations of the standards of performance they can produce within their particular talent.

5. Disadvantaged and Talented

As with all students, the school is committed to ensuring that our most able students are fully challenged and achieve their potential through quality first teaching.

Due to the allocation of additional funding and the accountability this brings, the school will ensure that the most disadvantaged and “talented” students are provided with opportunities to not only access and embrace the curriculum, but to experience learning and life skills that will develop them as a valuable member of their community.

Experiences can include additional Sports, Music, the Arts or simply new experiences that may not be accessible to them because of financial constraints or difficulties.

Our aim is to help our students grow existing talents and identify new ones. These opportunities can be provided in and/or outside of school hours.

6. Responsibility for HPAT students

Senior Leadership	<ul style="list-style-type: none"> • Strategically lead on HPAT initiatives • Track the progress made by the HPA students across the school • Provide support and training for teachers • Create and sustain a culture of ambition and aspiration • Identify barriers to learning and ways to overcome them
Heads of Department (HoD) and Phase Leaders	<ul style="list-style-type: none"> • Design a challenging curriculum (HoD only) • Quality assure the delivery of a challenging curriculum • Track the progress made by the HPAT students in their subject/phase • Create and sustain a culture of ambition and aspiration • Identify barriers to learning and ways to overcome them
Classroom Teachers	<ul style="list-style-type: none"> • Deliver a challenging curriculum • Formatively assess students' work • Track the progress made by the HPAT students in their classes • Create and sustain a culture of ambition and aspiration • Identify barriers to learning and ways to overcome them
Tutors, Pastoral and SEND Support	<ul style="list-style-type: none"> • Create and sustain a culture of ambition and aspiration • Identify barriers to learning and ways to overcome them • Supporting staff, students and parents to maintain positive relationships and open communication
Parents	<ul style="list-style-type: none"> • To support students to engage with homework • To attend parent consultation evenings • To encourage students to be active participants of the school • To ensure the students diet and sleeping patterns are conducive to having energy to meet the demands of a school day • To support the schools' high expectations of HPAT students • Understand the barriers to learning and ways to overcome them
Students	<ul style="list-style-type: none"> • To actively engage with homework • To attend parent consultation evenings • To be active participants of the school, e.g. leadership, clubs and trips • To ensure their diet and sleeping patterns are conducive to having energy to meet the demands of a school day • To have high expectations of themselves • Understand the barriers to learning and ways to overcome them

7. In the classroom

As stated previously, HPAT students will be stretched and challenged in every lesson, to ensure they are consistently involved in “healthy struggle”. By being positively challenged in every facet of their school experience, they will be acclimatised to living out of their comfort zone and this in turn will help them to push the barriers, learn new skills and exceed their potential.

The Gildredge House 5 of Challenge, Explanation, Modelling, Questioning and Feedback will be evident in every lesson, with students completing retrieval tasks at the start of every lesson, which builds on content learnt in previous lessons and/or units of work.

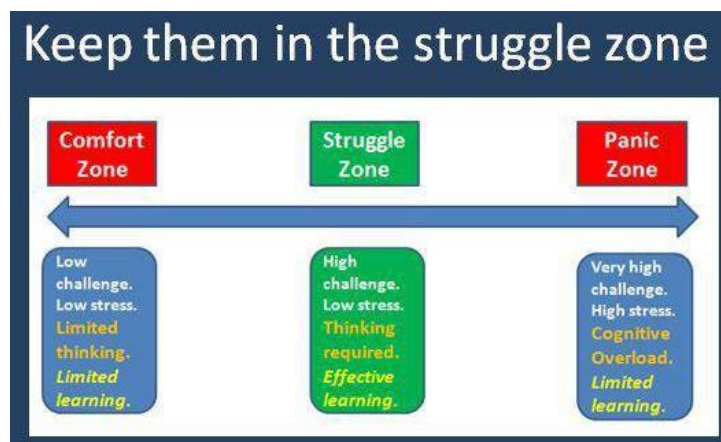
If a HPAT student is not making the appropriate levels of progress, identified through subject academic reports, intervention will be put in place to support the students get back on track and making expected levels of progress. Interventions include mentoring, subject reports and small group work.

NACE (National Association for Able Students in Education) encourages schools to develop their own practice based on the following strategies:

- Rich questioning
- Higher order and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment
- Different subject areas will deploy different and additional approaches according to age and stage.

To teach challenging lessons that make our students THINK HARD, we should:

- Teach to the top - use the most able students in each class as the driver, not a bolt-on extra
- We do not use all, most, some learning objectives and instead make learning objectives single and challenging for all, with success criteria
- Identify them on our seating plans, know what they can do well, not so well and how to stretch and challenge them, to keep them in the 'struggle' zone
- 'Scale up' content by considering the expected knowledge, concepts and skills in our subject and teaching our classes just beyond that point.
- Set high expectations and make students aware we are doing so.
- Model formal, subject specific academic language ourselves and encourage it from students.
- Ensure that students know what excellence looks like: examples of excellence are shared, discussed and deconstructed with the class, e.g. model grade 7, 8, 9 GCSE answers at KS4.
- Use planned questioning to probe students and to stretch them further
- Provide feedback that challenges their thinking
- Extension work does not result in HPAT students completing more work than other students.



8. Outside of lessons

Gildredge House offer a range of extra-curricular activities for the High Prior Attainers and Talented, allowing for both enrichment and extension. This may include:

- Sports teams
- The Scholars Programme
- University Outreach Initiatives
- Duke of Edinburgh Bronze and Silver Awards
- Theatre visits
- Field trips
- Community projects/performances
- Cross-phase HPAT projects and clubs
- Intra- and inter-school competitions and a range of trips and opportunities

We also expect our HPAT students to be involved in our Student Leadership programme that runs all through the school. These students will also participate in subject specific enrichment opportunities to extend and enrich their learning in every subject.

These activities provide opportunities for students to work with those of different ages, but with similar interests and abilities.

9. Careers Education for HPAT students

To help them to understand the different career paths that are out there, it is essential all students receive effective careers advice and guidance throughout their time at school.

Regarding our HPAT students, it is vitally important they are exposed to the many different opportunities available to them, so they are able feel as though they can become anything they want to be.

Students will also have meetings with the career's advisor, where they will be encouraged to explore a variety of aspirational career pathways available to them, based on their skills and interests. They will also receive training and support around preparing for applications, interviews and work experience.

10. Continual Professional Development

The school is committed to extending and developing teachers' skills in catering for the HPAT students.

- A CPD audit will be conducted annually allowing for targeted professional growth to occur
- Leaders for HPAT to attend national conferences and keep up to date with educational research to share and disseminate good practice
- Weekly Teaching and Learning briefings which provide a forum for sharing and disseminating good practice including strategies for challenging the more able
- Whole school INSET sessions that respond to aspects of teaching
- Coaching and individual support where appropriate
- Training related to the use of challenge boxes in lessons
- Pixl "Think Hard" strategies as part of the whole school CPD offer

11. Pastoral Guidance

Our pastoral structure is organised to ensure all students are supported. Heads of Year, Assistant Heads of Years, Form Tutors and teachers will monitor the progress of students in their care and help nurture the personal, emotional, social, moral, political and spiritual development of each individual.

Support includes:

- Monitoring student conduct scores (behaviour vs aspire points)
- Setting short, medium and long term targets
- Encouraging participation in after-school clubs and use of the library
- Parent Consultation Evening attendance
- Parent contact on a regular basis

If any member of staff is concerned about the personal or academic well-being of a HPAT student, they should notify the Assistant Head for Inclusion.

12. Monitoring and Evaluation

The SLT coordinator for HPAT students is responsible for identification of HPAT students, with the support of the school's data manager. They will also monitor the provision and academic progress made by the HPAT cohorts. The CPD of staff will also be the responsibility of the SLT coordinator.

Heads of Department and Phase Leaders are responsible for monitoring the progress of these students, implementing subject level intervention when required. Each term, Heads of Departments and Phase Leaders present their assessment data in a subject/phase review meeting, with a focus on looking at different categories of students, e.g. HPAT students, progress that has or has not been made and any additional interventions being implemented to support further progress.

Classroom Teachers are responsible for monitoring the progress of HPAT students in their teaching classes, using summative and formative assessment data alongside their professional judgements.

Assessment data is tracked against 'Benchmark' targets for each student, including HPAT 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.

Assessment data is shared with all staff shortly after each assessment point. Regular formative assessment of student work also plays a pivotal role.

Student, Parent and Staff Voice will also be used to help quality assure the implementation of strategies aimed at supporting HPAT students.