

Potential High Achievers' Policy

Rationale:

At Rosebery we are committed to providing an environment which encourages all students to realise their potential. We look to provide effective learning opportunities across the curriculum for all learners and this includes strategies and opportunities that challenge Potential High Achievers (PHA). Provision for PHA students is not a bolt-on, but an integral part of effective teaching and learning.

Aims of the policy

1. Raise achievement and aspiration among all students by challenging and supporting PHA students.
2. Encourage and maintain a culture where student achievement is celebrated.
3. Ensure that all lessons are appropriately differentiated to ensure stretch and challenge.
4. Ensure PHA students are identified early and that teachers are made aware of them to ensure that they are appropriately targeted and monitored.
5. Provide internal and external enrichment opportunities to promote stretch and challenge.

Identification

PHA students are identified on entry into the school. There are two categories of PHA classification and they are as follows:

PHA Level 1 – Students in this group are identified as being overall Potential High Achievers through RAISEonline (external, fixed data). Identification at KS3 and KS4 is based on KS2 average points score (APS), with the top 10% of the cohort being defined as PHA Level 1. At KS5, students are identified based on GCSE results and data from the L3 VA (external, fixed data). PHA Level 1 students are recorded on SIMS, their progress tracked and reported on to the Department for Education.

PHA Level 2 – Students in this group are identified as being within the top 10% of students achieving in a particular subject. Each department has subject-appropriate identification procedures. PHA Level 2 registers are updated annually. Students may be added or removed from the register given sufficient evidence. A register of Level 2 PHA students is available on the M Drive for all staff.

Provision

The school provides PHA students with a broad and balanced curriculum in which students receive high level challenge across all subject areas. In conjunction with this Rosebery offers an extensive Enrichment Programme to all students, including those identified at PHA, which enhances their learning through: clubs, activities, intervention programmes and trips.

Roles and responsibilities

Teachers

Teachers carefully plan for the provision of PHA students and in-turn track, monitor and review their progress and attainment. To ensure all students achieve well, support and intervention is offered.

Heads of Department

Heads of Department lead on curriculum development which ensures that the needs of PHA students are met and they quality-assurance this process. Heads of Department track, monitor and review PHA performance data and in this process oversee intervention programmes. Furthermore, as part of their role Heads of Department co-ordinate the identification of and provision for PHA Level 2 students.

PHA Co-ordinator

PHA Co-ordinator leads in the development of PHA provision. This includes analysis of performance data and implementing appropriate intervention and support, ensuring the curriculum meets the needs of PHA students and overseeing the enrichment offer for this cohort of students.

Leadership Team

The Leadership Team strategically plan, monitor and review curriculum models, systems and provision to ensure that the needs of PHA students are well met. In conjunction with Middle Leaders, the Leadership Team assess student performance data as part of their commitment to whole school improvement.

The Governing Body

The Governing Body work with the Leadership Team and other members of the school community to lead on the realisation of their vision for PHA students. In this work, they ratify the PHA Policy and systematically review its impact.

Policy review

The policy will be reviewed annually by the PHA Co-Ordinator, Leadership Team and other relevant staff.