



Maiden Erlegh School in Reading

Good Practice Document

Initial approval:	April 2014
Review frequency:	Annually
Date(s) reviewed:	October 2015, September 2016, January 2018, July 2018, April 2019, March 2021, October 2021, March 2024

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Principles

- All learners are able and are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some learners will be classed as HAP+ or HAP based on their results in the core subjects.
- Some learners will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for HAP+ learners, HAP learners and Gifted learners is a matter of equality of opportunity.
- Provision for HAP+ learners, HAP learners and Gifted learners will help to raise standards for all.

Rationale

Maiden Erlegh Trust will ensure that HAP+, HAP and Gifted learners have the necessary opportunities to:

1. Use and develop their abilities
2. Explore their interests
3. Excel academically

We will also ensure that they can grow and develop in an environment where being more able and/or gifted is respected by all and that their achievements are celebrated.

This protocol should be considered together with the MET Teaching, Learning and Assessment Framework and the MET Equality policy.

Roles and Responsibilities

MET has a Trust Lead for Higher Ability Provision who is responsible for the overall strategic provision within the Trust. They will work with the identified member of staff in each school, usually a senior leader, who will be the school strategic lead for higher ability provision. Depending on the size of the school, there will be an operational higher ability coordinator who will work alongside the strategic lead. (**Annex 1**)

Identification of HAP+, HAP and Gifted learners:

Learner group	Identification Criteria
Higher Ability Plus Learners (HAP+)	<ul style="list-style-type: none"> • In Primary learners who are significantly exceeding national expectations for greater depth are always successful in understanding key learning objectives, are able to apply their skills in a wide range of context, making no errors, they can clearly explain and justify their ideas, they can demonstrate significant skills and knowledge beyond the curriculum, can consistently apply their high level of skills and knowledge to a wide range of context and can analyse and evaluate their own and other's performance effectively. They will achieve a scaled score of 119-120. • In Foundation/Key Stage 3 and Key Stage 4 (Years 7-11), HAP+ students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 combined score of 115 or above (new Key Stage 2 scale). • In Key Stage 5, any student whose Key Stage 4 average point score at GCSE was 7 (new GCSE points) or higher, will also be considered to be HAP+.
Higher Ability Learners (HAP)	<ul style="list-style-type: none"> • In Primary learners who are exceeding national expectations for greater depth are always successful in understanding the key learning objectives, are able to apply their skills in a range of context, making no errors and can explain and justify their ideas. They will achieve a scaled score of 115-118. • In Foundation/Key Stage 3 and Key Stage 4 (Years 7-13), HAP students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 combined score of 110 or above (new Key Stage 2 scale). • In Key Stage 5, any student whose Key Stage 4 average point score at GCSE was 6.1 (new GCSE points) or higher, will also be considered to be HAP.
Gifted Learners (G)	<p>Gifted students in any Key Stage and any subject area are those who have a natural aptitude for a particular subject and the potential to excel. These learners are identified by subject leaders based on two or more subject-specific criteria which may include:</p> <ul style="list-style-type: none"> • outstanding performance at school • outstanding performance in vocational grade tests • attendance at a centre for advanced training • attendance at a centre of excellence • holders of scholarships, national grants or awards • participation in local, regional or national competitions linked to subjects <p>Subject leaders have determined their own subject-specific Gifted criteria. (Annex 3)</p>
School Enrichment Programmes	<p>Each school will have a bespoke enrichment programme for learners based on specific criteria (Annex 2 for Silver, Gold and Platinum Programme eligibility). There may be some overlap with students identified as HAP+, HAP and/or Gifted, but there are clearly definable eligibility criterion for Higher Ability Provision and school enrichment programmes.</p>

Please note:

- The current (2023-2024) Year 9&10 cohort will use CAT scores to determine higher ability. The remaining cohorts will use actual Key Stage 2 SAT scores.
- Students who are in Foundation/Key Stage 3 and Key Stage 4 (Years 7-11) and are categorised as disadvantaged, SEND or who have dual or multiple exceptionalities and achieved a Key Stage 2 combined score of **108** or above (new Key Stage 2 scale), will also be included in the HAP category.

Provision

Classroom practice

Extra-curricular provision is important but we believe that the main provision takes place in classrooms.

Our Learning, Teaching & Assessment Framework

1. Emphasises learner independence through the development of high-level behaviour for learning skills.
2. Is based on an expectation that all learners will be challenged and supported to make the most progress possible given their starting point.
3. Is underpinned by a quality first teaching approach based on an understanding of starting points, robust ongoing assessment of progress and shared assessment outcomes (strengths and areas for improvement) and consistent and regular learner response to feedback.

When planning the focus for stretching the higher ability is:

- **broadening** learning (going beyond the prescribed curriculum e.g.: just because they are in Year 7 does not mean they cannot attempt a GCSE question)
- **deepening** learning (developing mastery through application, evaluation or creating – layering challenge)
- **linking** learning (making connections with prior learning, other subjects e.g.: through problem solving and critical thinking)
- **Grouping** of learners in and within teaching groups is designed to promote differentiated learning at all levels.

Extra-curricular enrichment

We provide a wide range of high-level extra-curricular enrichment opportunities e.g. through the whole school enrichment programmes and through subject-specific clubs and visits. Many subjects also offer learners the opportunity to enter local and national competitions (e.g. UK Maths Challenge and Mock Trials). Other opportunities include:

- Trips and visits
- Subject clubs/workshops

- Visiting speakers and Master classes
- Internal and external competitions
- Revision and enrichment provision for examination courses
- Peer teaching/mentoring opportunities

Monitoring and Evaluation

It is the responsibility of the leaders of the provision for the higher ability to monitor the consistency and impact of provision for our HAP+ and HAP learners and that a review of this forms part of the Self-Evaluation.

It is the responsibility of subject leaders to monitor the impact of provision for learners gifted in their relevant subjects. Information from this review forms part of subject Development Plan reviews as appropriate.

Monitoring and Evaluation of progress of HAP+ and HAP learners is the responsibility of their teachers and the relevant subject or pastoral leaders which then feeds into the Standards Strategy.

Where learners are not making sufficiently rapid progress and/or showing mastery at an appropriately high level in an individual subject, it is the responsibility of the teachers and subject leader to ensure that parents and learners are informed in a timely manner and that effective interventions are implemented. The impact of those interventions are then reviewed at the next Standards Strategy meeting.

Where learners are not making sufficiently rapid progress and/or showing mastery at an appropriately high level in a number of subjects, it is the responsibility of the pastoral leader to ensure that parents and learners are informed in a timely manner and that appropriate pastoral and/or academic support is put in place. The impact of this support is then reviewed at the next Standards Strategy meeting.

A half-termly evaluation of the attainment and progress of HAP+ and HAP learners forms part of the work of the Standards Leaders and the School's Self-Evaluation.

The LAB and Trust both monitor the provision for and progress of our HAP+, HAP and Gifted learners through the termly Self-Evaluation reviews.

Celebrating the achievements and successes of HAP+ and HAP learners

The leaders of the provision for the higher ability also ensures that the achievements and successes of our HAP+ and HAP learners are appropriately celebrated:

- in the local press
- on the website
- on the screens in school

- through letters and emails to parents
- through assemblies and the pastoral programme

ANNEX 1: ROLES AND RESPONSIBILITIES

Role and Responsibility	Leader
Leadership of Higher Ability Student Provision Trust Wide	Rob Buck
Leadership of Higher Ability Student Provision	Jake Tomsett

ANNEX 2: ENRICHMENT PROGRAMME ELGIBILITY

Programme	Identification Criteria
Silver, Gold and Platinum Programme eligibility	<p>At the beginning of Year 7, any student who has secured an average Key Stage 2 scaled score equivalent to the top 10% of the cohort in any of their core Key Stage 2 subjects is invited to join the Silver Programme. This will last the entirety of the Foundation/Key Stage 3 phase.</p> <p>Any student who performs in the top 10% of their cohort across the core subjects who is not on the Silver Programme at data collection points 2 and 3 will also be invited to join.</p> <p>At the end of the Foundation/Key Stage 3 phase, students who have followed the Silver Programme will automatically matriculate onto the Gold Programme (for students in Key Stage 4).</p> <p>In Key Stage 4, any student who performs in the top 10% of their cohort across the core subjects who is not on the Gold Programme at data collection points 2 and 3 will also be invited to join.</p> <p>At the end of Key Stage 4, students who have followed the Gold Programme will automatically matriculate onto the Platinum Programme (for students in Key Stage 5) if they were a previous student at Maiden Erlegh Trust.</p> <p>In Key Stage 5, any student who secured an average Key Stage 4 scaled score equivalent to the top 10% of the cohort in all of their Key Stage 4 subjects is invited to join the Platinum Programme.</p>

ANNEX 3: DEPARTMENT GIFTED CRITERIA

ANNEX 4: SUPPORTING HAP+ AND HAP LEARNERS

Typical Behaviours of HAP+ and HAP learners

These learners are more likely than most learners to:

- Have high level language skills
- Apply logical reasoning
- Think quickly and accurately
- Work systematically
- Learn and retain knowledge easily
- Enjoy problem solving and generate creative solutions
- Link concepts and ideas
- Question concepts and ideas
- Work flexibly, process unfamiliar information and apply knowledge, experience and hindsight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Show high levels of imagination and creativity
- Have a good sense of humour; show awareness of irony
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding team leaders or team members
- Read widely and have wide general knowledge
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum, can become absorbed for long periods of time and become impatient with interference or abrupt change. When not sufficiently challenged, may become apathetic or disruptive
- Demonstrate a high level of attainment across a range of subjects or within a particular

subject or aspect of work.

Pastoral support for HAP+, HAP and gifted learners

Provision for HAP+ and HAP learners will take account of possible particular needs of these learners. Social and emotional needs are met by:

- the security to relax, enjoy learning and display their ability
- the opportunity to experience failure
- support from teachers who understand their strengths and weaknesses
- encouragement to ask searching questions and receive a considered response
- praise and recognition for their achievements
- the engagement of parents in meeting their particular learning needs
- opportunities to work in a team
- encouragement to value the contributions of others
- encouragement to co-operate and seek advice
- encouragement to be confident and modest in their talents
- monitoring and mentoring procedures

ANNEX 5: CHALLENGING THE HAP+, HAP AND GIFTED LEARNERS (BARRY TEARE)

HAP+ and HAP learners achieve their potential through:

- High challenge in lessons
- Choice
- Exploration
- Inquiry
- Thinking skills
- Connections within and between curriculum areas
- Developing independent learning skills

Through this simple checklist we can see in principle that all of these activities would be beneficial for higher ability learners in our subject. What is more tricky is designing new lessons and tasks incorporating them, adding them to an already crowded scheme of work, and thinking about how the activities can be structured to allow all students in the class to develop skills, not just the able. That is the challenge.

Here are some ideas for challenging higher ability learners in your lesson

- Opportunity to work at increased pace
- To start from what they already know- which may be more than everyone else
- Less practice at tasks
- Less detailed inspection
- More independence of study
- A reduced number of steps in a process
- Open-ended situations
- More problem solving
- Abstract tasks
- The need to Fail
- A wide variety of opportunities
- Contact with teachers- how often do they get less contact compared to others?

- Creative opportunities
- Space to experiment
- More challenging open questions
- The opportunity to take risks

Principles of a Differentiated Curriculum for the HAP+, HAP and Gifted learners

- Content that is related to broad issues, themes or problems
- Choice of task/topic
- Opportunity to develop independent study skills
- Opportunity for in depth learning of a topic
- Open-ended tasks
- Develop and practice research skills and methods
- Integrate higher level thinking skills- Blooms Taxonomy:
- Encourage the development of products that challenge existing ideas and produce 'new' ideas
- Develop products using new techniques, materials and forms
- Metacognition- become more aware of how they are learning
- Self-assessment

Thanks to Birmingham City Council

Metacognition approaches

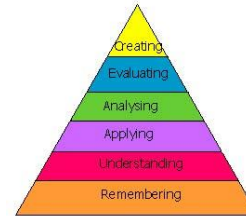


These are sometimes known as self-regulation or learning to learn strategies which aim to empower learners to monitor, evaluate and improve on their own learning. The advantage for more able learners in particular, is that they can thereby direct their own challenge independently and additionally to the advice and direction of teachers in lessons.

Strategies which are developed are linked to:

- Planning
- Research
- Evaluating
- Improving
- Problem-solving and reasoning (using prior and extended knowledge)
- Collaborative Learning

Thanks to Barry Teare- from Excellence in Cities - Guidance for Able and gifted

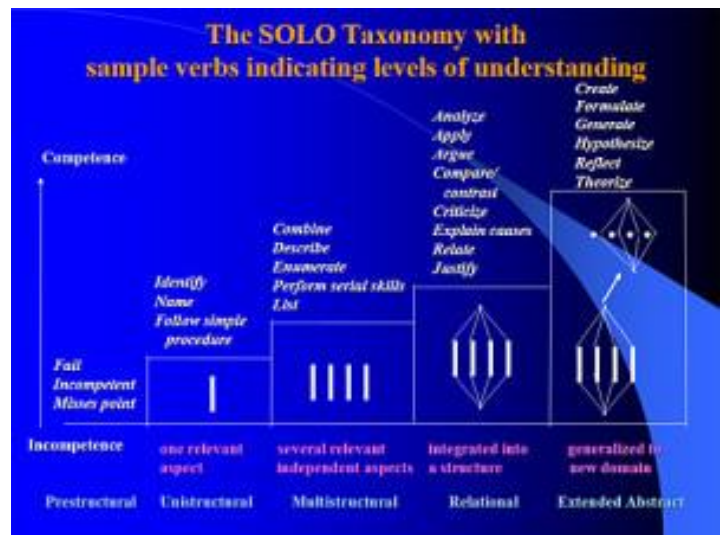


Thanks to EEF and <https://cambridge-community.org.uk>

Solo-taxonomy

It is important that all students, but particularly the more able, can place and use their knowledge and understanding in the context of wider learning, problems and solutions and functionality. Using a solo-taxonomy basis to plan learning (whether by the teacher or the student) means that the learning and thinking is increasingly complex. It is designed to structure the developing of understanding and application from the understanding of things in isolation, to the understanding of how things work in relation of other aspects of learning.

Thanks to: <http://www.johnbiggs.com.au/academic/solo-taxonomy/>



Updated bibliography

- <https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf>
- <https://evidencebased.education/supporting-high-ability-learners/>
- <https://my.chartered.college/early-career-hub/getting-started-with-challenging-more-able-learners/>