Higher Prior Attainer (HPA)

Policy

Policy reviewed: November 2026

Next review: November 2027

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Policy version log:

Description of Changes:	November 2026: ▪ Removal of how to identify HPA students when no KS2 data was available (COVID legacy) ▪ 3.3 Removal of HPA lead wording ▪ 4.1 minor rewording ▪ 4.2 Identification of HPA students on registers moved from 4.1
	November 2025 ▪ No changes
	October 2024 ▪ Minor rewording of section 2
	October 2023 ▪ No changes
	October 2022 ▪ Sections numbered ▪ Section 1 and 2 amended

1) Intent

Ormiston Shelfield Community Academy is committed to a broad and interesting curriculum for all. Our challenging and engaging curriculum embodies the values and choices which best serve the young people from the community we serve, and through the wider enrichment opportunities the academy has to offer allows them to gain the very best possible outcomes.

We are committed to providing an appropriately challenging curriculum for all students. In addition, we provide opportunities to identify and nurture those who are identified as Higher Prior Attainers.

All HPA students have an entitlement to the following:

- Staff commitment and training to develop students' full potential at all times;
- Skilled and informed teachers who have a perspective and understanding of whole-school needs, problems and policies;
- A curriculum that stimulates, engages, challenges, informs, and encourages learning;
- Appropriate courses that lead to examinations and accreditation;
- Opportunities within and beyond the classroom which widen the cultural capital and their understanding of the social and political world around them.

2) Identification

For cohorts that have validated KS2 assessment data, this is used to initially identify our HPA students. These are students who achieve a scaled score of 110 or higher as their average in reading and maths. Our initial identification of HPA students is not a firm decision and our internal assessments enable students to be included as HPA from a later date than entry to the academy.

3) Arrangements for supporting provision for HPA students

3.1 Learning and teaching

- Schemes of learning are planned by curriculum leaders to include challenge in both breadth and depth of knowledge and skills;
- An awareness amongst all staff of their role in the support of HPA students, based on subject-specific criteria and the need to make the curriculum sufficiently challenging;
- A development which includes best pedagogical practice for HPA students using evidence based research;
- The encouragement of students to enter local and national events, including residential courses and competitions;
- Opportunities for HPA students to work together;
- Recognition, celebration and rewarding of achievement of all students;
- Leadership opportunities for HPA students to develop confidence and skill.

3.2 Intervention

- The effective assessment of students' potential and performance
- The provision of discreet pastoral care (where required) on an individual basis
- Intervention for underachievers
- Feedback to parents via Progress Reports and Parents' Evenings
- Close liaison by the academy with external support agencies and home
- Mentoring

3.3 Monitoring and evaluation

- The regular monitoring and reporting of individual student performance
- The tracking of student progress
- Mechanisms to identify and address underachievement.

4) Responsibilities

4.1 Curriculum leaders

- To provide schemes of learning that contain enrichment/extension material for identified students or support staff in planning suitably adapted materials.
- To ensure that the enrichment/extension material is being used effectively by subject teachers.

4.2 SLT

- To track the performance of Higher Prior Attaining students across the curriculum and ensure that a range of intervention strategies are in place to support student achievement.
- To co-ordinate rigorous and sustained systems of tracking to ensure all Higher Prior Attaining students are supported in achieving their potential.
- To ensure adequate provision across all curriculum areas to provide stretch and challenge for Higher Prior Attaining students.
- To ensure that teachers have registers that recognise who has been identified as HPA
- Assist in co-ordinating effective interventions to support learning.

5) Evaluation

As with all our school policies we reflect and review on our HPA provision on a regular basis in order to respond to the changing needs of both cohort and of individual students.