



High Learning Potential Policy

The independent charity Potential Plus has moved toward the term 'High Learning Potential' (HLP) as a descriptor for a school's most able cohort. At Langley Prep School (LPS) we believe this description best fits our aims and objectives and we now use the term 'pupils of high learning potential' to describe our more able pupils.

The HLP Policy integrates fully with the concept of Growth Mindset which permeates the school ethos.

For our purposes, the following definition of High Learning Potential applies:

"Learners who have the abilities or the potential to develop abilities to a level significantly ahead of their year group."

It is likely that LPS will have a larger proportion of the pupil group performing at this level than the DfE guidance of 5-10%. This document will ensure that staff are aware of our most able pupils and are given guidance on how to meet this challenge.

Aims

We aim to ensure that we:

- Provide an environment where academic excellence is rewarded and celebrated
- Provide opportunities and support for pupils of all abilities, enabling them to develop their particular skills and talents
- Challenge pupils so that they achieve their full potential
- Monitor the progress of pupils on the HLP register
- Develop the whole child, socially, morally and spiritually as well as intellectually

Policy author: Sarah Menegaz, Deputy Head Academic; Adam Sayer, Director of Studies and HLP Co-ordinator

Date: Michaelmas 2025

Review date: Michaelmas 2026

Objectives

- To encourage pupils to take responsibility for their own learning by offering opportunities both within lessons and through extra-curricular activities
- To encourage pupils to remove themselves from their comfort zone, to take risks and to build resilience when faced with failure
- To ensure appropriate planning, adaptive teaching, feedback and target-setting takes place in the classroom to allow HLP pupils to reach their full potential

Identification

The identification of pupils with HLP at LPS will use a combination of hard data and qualitative data as follows:

- Cognitive Ability Tests and Progress test results (PTE, PTM and PTS; NGRT; NGST) will be used as a starting point for the academic team
- Teacher nomination reflecting advanced performance in individual subject areas. Appendix 1 will be used as a guide when considering nomination
- Coaches both within and outside school may identify children. This can be particularly useful if a particular skill is not something normally seen in school e.g. tennis, squash.
- Data from previous schools often provides an excellent starting point
- The HLP coordinator and Year 3 form teachers will liaise with Pre-Prep at the end of the school year to collate information and evidence for the new cohort
- Renzullis 3 ring model of identification is a useful starting point



Provision

i – within the classroom

- Planning for adaptive teaching (differentiation)
- More challenging questioning by the teacher
- Opportunities to work in a variety of groupings
- Child-directed learning
- Higher teacher expectations (quantity and quality) of work
- More challenging homework
- Opportunities for pupils to set their own targets
- Marking/feedback establishes a dialogue
- Open-ended tasks and problem-solving activities
- Extension activities that avoid 'a harder version of what you have just completed'
- Leadership tasks eg. teaching something to peers, Teach It Back activities

ii – beyond the classroom

- Enrichment programme – pupils directed toward specific choices if necessary
- Langley Lectures and Master classes run by senior school pupils/visiting experts/outside agencies
- External competitions
- Extra-curricular activities
- Specific school resources – Computer Design and Robotics/Library/Creative Design equipment
- School productions
- County teams
- Sporting tournaments
- Alternative Curriculum days
- Whole-school subject-specific days
- Residential

Staff communication

The HLP coordinator will set up and share a register in September/October each year upon the completion of CAT tests in Years 2, 3, 5, 7. The information will be added to iSAMS.

Provision for HLP pupils will be a focus within SMT lesson observations and will be revisited as an agenda item within whole-school academic meetings.

The register and strategies for classroom provision will be shared with new members of staff.

The HLP coordinator will provide CPD for school staff.

Staff will be encouraged to research and share suitable resources with colleagues.

Policy author: Sarah Menegaz, Deputy Head Academic; Adam Sayer, Director of Studies and HLP Co-ordinator

Date: Michaelmas 2025

Review date: Michaelmas 2026

Assessment and record keeping

Quantitative and qualitative data will be collected in line with the School's Assessment procedures (sections 3 and 4 of the Curriculum Policy. This allows the HLP pupils' progress to be monitored closely. If the School feels specialist assessment is necessary advice will be sought from the Learning Support Department.

Class teachers and form tutors will be expected to comment upon individual pupils' progress in the context of HLP if relevant.

Monitoring and evaluation

Provision for HLP pupils will be part of the ongoing process of evaluation learning and teaching. Specific scrutiny of the progress made by HLP pupils is part of our annual analysis of standardised data and cross-referenced against summative and formative data as well as teacher assessment.

The HLP register is a live document and can be added to at any time through consultation with the academic team.

The register and appropriate information will be shared with class teachers/specialist staff at the beginning of each school year. HoD are responsible for informing the HLP co-ordinator with areas of development specific to their subject.

Schemes of Work are reviewed annually and the opportunities provided for HLP pupils is part of this process.

Provision for HLP pupils through masterclasses and other means is recorded in Teams.

The Governor chairing the Education Committee oversees the HLP provision across the school.

Appendix 1 – Characteristics

All children are different, but it has been shown that many children with high learning potential share common characteristics because of their advanced thinking ability. Below is a list of the most common characteristics of children with high learning potential that has been drawn up through research by Dr Linda Silverman. Different children with high learning potential will have a different mixture of these, but each should display a majority of them.

Children with High Learning Potential:

- | | |
|---|--|
| ☐ are able to learn quickly | ☐ have a rich vocabulary |
| ☐ have an excellent memory | ☐ have a long attention span |
| ☐ are early or avid readers | ☐ persevere when interested |
| ☐ have a wide range of interests | ☐ are good at puzzles |
| ☐ reason well (good thinkers) | ☐ show ability with numbers |
| ☐ show compassion | ☐ are perfectionists |
| ☐ are intense | ☐ are morally sensitive |
| ☐ have strong curiosity | ☐ are emotionally sensitive (feelings hurt easily) |
| ☐ have a high level of energy | ☐ prefer older companions/adults |
| ☐ have a quirky or grown-up sense of humour | |
| ☐ are concerned with justice and fairness | ☐ tend to question authority |
| ☐ have judgement mature for age at times | ☐ are highly creative |
| ☐ are keen observers | ☐ have a vivid imagination |

Policy author: Sarah Menegaz, Deputy Head Academic; Adam Sayer, Director of Studies and HLP Co-ordinator

Date: Michaelmas 2025

Review date: Michaelmas 2026