



Whole School High Learning Potential Policy

(Formally Most Able – Gifted and Talented 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 at Taverham Hall we believe this description best fits our aims and objectives and we now use the term 'pupils of high learning potential' to replace Gifted and Talented or More Able pupils.

The HLP Policy will integrate with the increasing influence of Growth Mindset across the whole school. The School continues to work toward reaccreditation of the NACE Challenge Award in June 2020.

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 LPSTH 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 students so that they achieve their full potential
- Monitor the progress of pupils on the HLP register
- Keep parents informed and involved
- Develop the whole child, socially, morally and spiritually as well as intellectually

Objectives

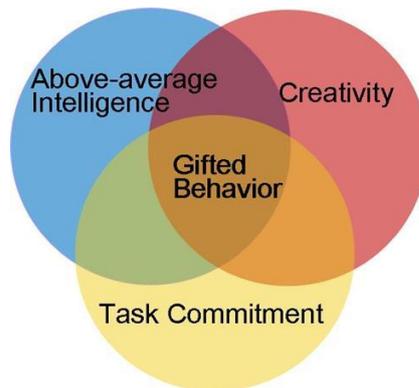
- To encourage students to take responsibility for their own learning by offering opportunities both within lessons and through extra-curricular activities
- To encourage pupils to remove themselves from their comfort zone, to take risks and to build resilience when faced with failure
- To ensure appropriate planning, differentiation, marking 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 LPSTH will use a combination of hard data and qualitative data as follows:

- Cognitive Ability Tests and Progress test results (PTiE, PTiM and PTiS; 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.
- Parental nomination
- 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

- Differentiated planning
- 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
- Provide for different learning styles
- 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

ii – beyond the classroom

- Enrichment programme – pupils directed toward specific choices if necessary
- Master classes run by senior school pupils/visiting experts/outside agencies
- External competitions
- Extra-curricular activities
- Specific school resources – ICT/Library/Art/DT equipment
- County teams
- Sporting tournaments
- Alternative Curriculum days
- Whole-school subject-specific days
- Residentials

Staff communication

The HLP coordinator will set up and share a register in Sep/Oct each year upon the completion of CAT tests in Years 2, 3, 5, 7. It will be a 'live' document and is added to by all staff regularly within the GridMaker software. It will list each pupil's areas of exceptional potential plus a record of achievements and participation. 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.

Parental partnership

Parents and carers of pupils with HLP will receive communication from the HLP coordinator following the analysis of CAT test results and teacher nomination explaining the processes involved for inclusion. They can also expect updates at parents' consultation evenings and when external events become available both locally and nationally.

Assessment and record keeping

Quantitative and qualitative data will be collected in line with the School's Assessment 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 Accelerated Learning Dept. 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 the most able pupils will be part of the ongoing process of evaluation learning and teaching.

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.

The Governor responsible for HLP pupils will meet with the HLP coordinator to discuss current areas of focus and data analysis.

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:

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