



Policy for pupils with high learning potential

Adopted: September 2016

Review date: September 2018

DEFINITION

Pupils with high learning potential are:

- **Those whose outstanding ability is so evident that teachers seek to develop specific strategies to cope with their high ability,**

Aim

To ensure that all more able pupils are challenged and supported to reach their potential.

Objectives

- To ensure that all pupils with high learning potential throughout the school make good progress and there is rapid intervention.
- To ensure that all pupils with high learning potential achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of pupils with high learning potential.
- To provide challenging teaching and home learning, that stretches and inspires pupils with high learning potential.
- To accurately assess and track the progress of pupils with high learning potential so that focused interventions can be used where necessary to support progress.

Roles and responsibilities

The pupils with high learning potential coordinator will:

- create a database of pupils with high learning potential
- monitor and track the progress of pupils with high learning potential and the progress of key groups within the more able cohort
- work with departments and pastoral staff to put in place appropriate interventions for pupils with high learning potential and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of pupils with high learning potential are narrowing
- monitor and track the appropriateness of the curriculum of pupils with high learning potential
- coordinate the provision of enrichment opportunities for pupils with high learning potential
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for pupils with high learning potential
- work with the relevant staff to ensure that the teaching of pupils with high learning potential is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of pupils with high learning potential



- keep staff informed of research, good practice and resources on effective teaching of pupils with high learning potential

The designated SLT member responsible for pupils with high learning potential is Linda Tait.
The link governor for pupils with high learning potential is Jane Craig.

Targets

All pupils with high learning potential will be set targets that challenge them to make at least more than expected progress.

Curriculum

- All pupils with high learning potential will have access to a broad and balanced curriculum that prepares them effectively for the future.
- All pupils with high learning potential will have access to a range of enrichment activities beyond the classroom that allow them to develop and pursue their interests.

Teaching

All pupils with high learning potential are stretched through challenging teaching in the following ways:

- grouping of pupils within the classroom
- teaching that unpicks the deep structure of problems
- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and ability to connect beyond immediate context
- tasks that encourage extension and synopsis
- opportunities and resources for pupils to access knowledge at the next level up
- study of methodology
- unscaffolded tasks
- Socratic questioning
- Convergent and divergent thinking.
- Peer mentoring

Assessment

Assessments for pupils with high learning potential allow them to build the knowledge and skills necessary for high performance. Therefore, assessment for pupils with high learning potential is:

- synoptic and varied, preparing more able pupils effectively for synoptic examinations
- memory-based, preparing pupils with high learning potential effectively for extended recall
- Pathways focused, preparing pupils with high learning potential for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school.

Tracking and intervention

As part of our school tracking procedure, all pupils with high learning potential are identified at every assessment point as performing above expectation, at expectation, or below expectation.

Building aspiration and ambition



We ensure that our pupils with high learning potential are prepared to achieve their ambitions in the following ways:

- Events and days where pupils with high learning potential have an enriched curriculum e.g Art Day to create carnival shields
- The school provides opportunities for pupils with high learning potential to perform at their level. E.g Rugby Team on tour, Historians support local business, take part in local history project, Big sing.
- Create leadership roles within the school for pupils with high learning potential. E.g PE leaders, school council, CLEAR team, peer mentoring, peer teaching.

Appendix 1: Identifying disadvantaged highly able children

Identifying disadvantaged highly able children

- ◆ Use tests which are less dependent on words (e.g. the Raven's Matrices).
- ◆ Use a variety of identification procedures, tuned where possible to specific cultural rather than national norms.
- ◆ Recognise that discovering talent and nurturing talent are not the same thing.
- ◆ Use the best results from multiple criteria, and provide multiple opportunities for discovery, not hurdles.
- ◆ Recognise performance outside the school environment.
- ◆ Recognise multilingual capacity.
- ◆ Include peer, self and parent nomination for high potential.
- ◆ Encourage children to initiate their own projects and learning.
- ◆ Take the children's facilities for learning into account.
- ◆ Watch for bias – make sure that all pupils have access to facilities available.
- ◆ Recognise pupil efforts and techniques, which attempt to overcome handicaps.
- ◆ Watch out for motivation and interests as clues to potential.
- ◆ Consider more pupils that are immediately obvious. Positively seek variety – look through the range of subject areas for pupils with diverse talents.



Appendix 2: pupil with high learning potential profile

Pupil with high learning potential profile

Name of pupil:

Year Group:

Date put on register:

In what areas has this pupil been identified as having potential for higher learning?

How has this pupil been identified? (NC, Tests, Peer, Parental nomination?)

Targets for this pupil (please put at least two and include areas to develop)

Term: _____

Target 1:

Target 2:

Term: _____

Target 1:

Target 2:

Provision by school (include class provision, extra-curricular provision etc)

Other provision?

Signed Subject Teacher:
Parent

Pupil: