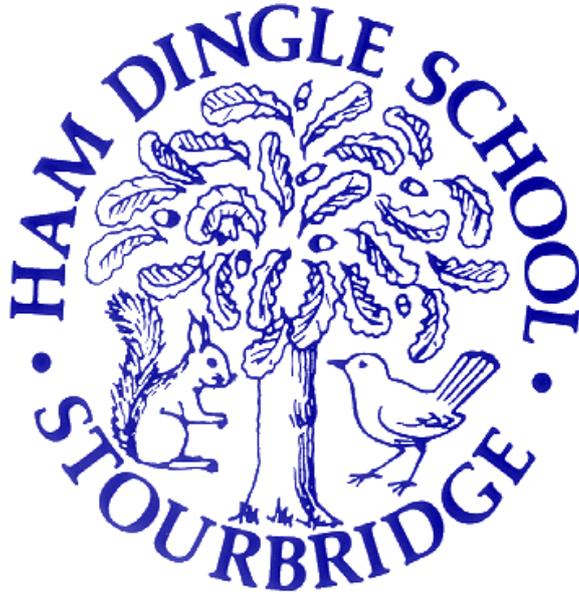


# Ham Dingle Primary School



## High Potential Learners Policy

Responsibility for monitoring this policy: Miss D. Hunt

Review every 2 years

Updated September 2018. Reviewed by – Leadership Team

Approved by Governing Body.....Mr George  
Craig Chair of Governors)

## High Potential Learners Policy

### **“Recognising potential, providing challenge, inspiring and motivating learning, supporting needs”**

#### Introduction

In every school there are pupils with a range of abilities. High potential learners (HPLs) are defined as those pupils with one or more abilities developed to a level significantly ahead of their year group, or with potential to develop those abilities.

This refers to the upper end of the ability range in most classes. It's important to recognise that high potential pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear on the Special Educational Needs (SEN) register for behavioural, social, physical/sensory or specific learning difficulties.

We use the term “high potential” to mean those pupils who are capable of excelling academically in one or more subjects such as English or Maths. It also refers to those pupils who may excel in practical skills such as sports, leadership, or the arts.

In comparison with their peers, when engaged in their area of expertise, high potential children will tend to:

- Show a passion for particular subjects and seek to pursue them
- Master the rules of a domain easily and transfer their insights to new problems
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- Make connections between past and present learning
- Work at a level beyond that expected for their years
- Show intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in debate and discussion on a particular subject
- Produce original and creative responses to common problems.

*(Effective provision for high potential children in primary education: DCSF 2008)*

We also recognise those pupils with particular talents who have developed skills beyond school level such as sport at county, national or international level, high grade music examinations or local, national or international competitions in a wide range of activities.

At Ham Dingle Primary School we recognise that all children, regardless of ability, benefit from being challenged and encouraged to think and question. In effectively identifying and providing for HPLs, the benefits experienced by this cohort are extended to the wider school population.

*“A rising tide lifts all ships.”* Dr Joseph Renzulli

## **Aims**

To enable more able children to achieve their full potential by:

- Close attention to the needs of the individual pupil through differentiation of tasks and a range of opportunities
- Careful monitoring of every child's progress
- Ensuring there are high expectations of what pupils can achieve
- Encouraging children to think for themselves, to ask questions and to contribute ideas
- Taking responsibility for aspects of their own learning

## **Roles and Responsibilities**

**All class teachers are responsible for:**

- Identifying high potential learners and encouraging them to realise their full potential
- Planning for and providing a range of open ended and challenging activities that enable high potential pupils to reach their full potential
- Monitoring the achievement of more able pupils in their class and notifying both the high potential coordinator/SLT if there is a concern
- Liaising with parents regarding implications of their child's identification as high potential learners and explaining how their specific learning needs are being met

**The Co-ordinator for High Potential Learners (Ms D Hunt) is responsible for:**

- Using assessment records to flag up children who might be considered high potential learners
- Monitoring and reporting on provision for high potential learners
- Keeping an up-to-date register of high potential learners
- Advising staff on best practice in meeting the needs of high potential learners
- Collating information from subject leaders regarding the provision for high potential pupils and including this in reports to the Governing Board.

## **Identification**

EYFS

During the summer term prior to starting school, we liaise closely with preschools and information is collected about our new intake. Throughout this process, children who are high potential learners are identified.

Parents are able to provide us with information about their child and their interests when staff hold induction meetings and carry out home visits.

On entry to school, we undertake a baseline assessment which provides another opportunity for HPLs to be identified. Ongoing observation and assessments enable staff to identify HPL pupils throughout the year

## KS1 & KS2

Class teachers, sports coaches and music teachers use the checklist in Appendix 1 to identify HPLs. This process is ongoing, throughout the academic year. The checklist is kept by the schools' High Potential Learners Coordinator along with a register of HPL pupils.

Parents can identify their children as HPL by reporting achievements and activities undertaken outside of school.

## Provision and enrichment

In school, meeting the needs of all learners is our priority. We plan and deliver a broad, balanced and creative curriculum using a wide range of engaging and quality resources. Expectations are high and we encourage all of our pupils to embrace challenge. To this end, teachers ensure that they plan to meet the needs of HPL through the provision of open ended and challenging tasks across the whole curriculum.

In the EYFS, the physical learning environment promotes active independent learning enabling pupils to access resources independently and take a lead in their own learning enquiries as well as engage in rich play opportunities. Staff plan regular opportunities for talk, discussion and questioning. The language of thinking is used to encourage pupils to learn and find out more.

HPL pupils may take part in mini enterprise schemes, engineering projects and STEM activities. The KS2 reading scheme, Accelerated Reader, enables high level readers to access increasingly challenging texts by means of half termly tests and regular book quizzes. Abacus Maths is supplemented by resources such as White Rose and NRich to provide challenge and extension in all year groups.

Challenge activities for HPL are identified by highlighting the learning objective in **yellow** or by the task being printed on **yellow** paper. This applies to all areas of the curriculum.

In EYFS, teachers plan to meet the needs of HPL through the provision of open ended and challenging tasks across the whole curriculum. In addition to this, additional activities are sent home e.g., spellings, caption writing or higher-level reading opportunities. These are planned and provided on an individual basis, meeting the needs of the learner as the year progresses.

In addition to planned learning opportunities inside the classroom, children who have been identified as HPL will have a number of opportunities to access a variety of activities and visits organised by the HPL Coordinator.

Ham Dingle is a member of a cluster group of local schools which organise workshops and visits across all curriculum areas throughout the year for more able pupils and is also a member of Dudley Children's Book Club which holds regular author events for pupils who excel in English.

Pupils in Years 5 and 6 who excel in maths have the opportunity to attend the Dudley Gifted and Talented Maths Club which is held one night each week and led by Dudley LA maths consultants.

Inter-school debates and music festivals enable pupils who excel in these areas to develop and extend their skills and experiences.

HPL pupils in Years 3 to 6 have the opportunity to participate in the JASS programme (Junior Awards Scheme for Schools). This is a progressive learning programme for young people which has been designed to recognise wider achievement and develop independent learning. The objectives of the JASS programme are aligned with the wider learning objectives of the *Curriculum for Excellence*, *The Outdoor Challenge*, and the *National Curriculum*.

JASS develops the whole individual by offering recognition in four key areas – regular physical activity (Get Active, Stay Active), exploring a personal interest (My Interests), working for the good of the community or the environment (Me and My World) and completing an outdoor activity or challenge (Adventure) and is designed so that pupils move through the levels (blue, bronze, silver and gold) with increasing commitment, learning, and challenge.

In addition, Ham Dingle is a member of NACE (National Association for Able Children in Education) which provides a rich bank of resources and information for staff.

## **Tracking and Assessment**

The progress of all high potential learners is monitored by class teachers on a daily basis through their formative assessments. Middle leaders will monitor the provision for and work of all children identified as HPL in their particular curriculum areas. This will be reported to the Governing Board along with analyses of the performance of high potential learning children within each year group.

At the end of each half term, all pupils are assessed using a combination of teacher assessment and standardised tests for reading, writing and maths.

The school tracking system (SPTO) enables teachers to record attainment and progress in reading, writing and maths for all pupils. Pupils who are working at the greater depth standard for their year group have their attainment recorded with #3 (above age related expectation) or #4 (well above age related expectation). The attainment and progress of these pupils as a group is analysed and reported to governors each half term and as individuals is monitored at Pupil Progress Meetings.

There are subject specific guidelines provided within the Assessment policy which identify when a #3 or #4 should be awarded to pupils. Advice and guidance on working at the greater depth standard is also provided within staff assessment folders.

When pupils leave Ham Dingle at the end of Year 6 or for an in-year transfer, all relevant information regarding their attainment is passed on to their next school.

If a pupil who has been identified as HPL is underperforming, they will be discussed at the Pupil Progress meeting and strategies will be put into place to engage them and address any barriers to learning. Parents may become invited in to support strategies at home.

The representation of HPL within school groups (Pupil Premium, EAL etc) is monitored and their attainment and progress is reported to governors.

## **Partnership with parents**

At Ham Dingle we encourage parents to keep us informed of achievements that their child has out of school so that we can include them on our HPL list if necessary.

Strong relationships with parents are fostered throughout the school with regular opportunities for them to attend workshops, pop-ins and events.

Parents receive termly reports on general attainment and have the opportunity to meet with teachers to discuss their child at Open Evenings each term. There is also an opportunity to meet with the HPL Co-ordinator at these times.

We ask the parents of pupils participating in the JASS programme to support them with attending clubs and events outside of the school day. Meetings are held to provide information for parents before their child undertakes the programme.

## Continuing Professional Development

Subject leaders provide inset on mastery, greater depth and providing challenge through staff meetings and the monitoring cycle.

Moderation sessions with other schools enable us to compare and contrast work produced by HPLs which supports our teacher assessment judgements.

All staff are able to access the NACE members area of the website to download resources and advice.

Staff can request relevant training as part of the appraisal process.

## Policy Review and development

The provision of challenge for HPLs is central to the whole school improvement plan.

There is focused monitoring of the quality of teaching for HPLs. This is carried out by members of SLT as well as subject leaders.

The HPL policy is reviewed every two years by the HPL Co-ordinator. The impact of the policy will be assessed by measuring the attainment and progress of the HPLs at statutory assessment points.

## APPENDIX 1

### Identification Checklist

Name of Child:

Date:

Does/is the child:

Achieve above the level normally expected for a child of their age group?	
If so, in what area?	
Show an aptitude for sports, creative or performing arts that is well beyond the level expected for a child of their age?	
If so, in what area?	
Learn quickly?	
Choose unusual ways and methods of working?	
Appreciate a sense of humour?	
Capable of creative thinking and problem-solving?	
Able to grasp and master new concepts quickly and without the need for repetition?	
Not satisfied with the results achieved, aiming for perfection?	
Have vivid and unusual imaginations?	
Adept at finding patterns and relationships, reasoning, abstracting and generalising?	
Produce correct answers to very complex questions intuitively; without having to write anything down? They often do not see the point of recording their methodology	
Have a good memory	
Respond positively to challenges	
Easily frustrated, and resistant to repetitive tasks	
Capable of higher order thinking skills, such as analysis, synthesis and evaluation	

Signed \_\_\_\_\_ (classteacher/sports coach/music teacher) *Delete as necessary*