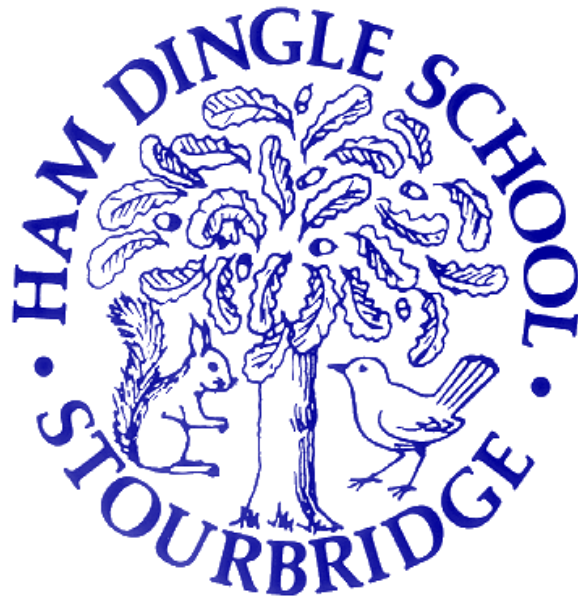


Ham Dingle Primary School



High Potential Learners Policy

Responsibility for monitoring this policy: Deb Hunt

Reviewed January 2017

Review Every 3 Years

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

Ham Dingle Primary School

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.

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
- 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

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
- Acting as a Learning Mentor to the children on the high potential learners register.
- Advising staff on best practice in meeting the needs of high potential children
- Collating information from subject leaders regarding the provision for high potential pupils and including this in reports to the Governing Board.

Identification

Class teachers, sports coaches and music teachers use the checklist in Appendix 1 to identify children . This process is ongoing, throughout the academic year. The checklist is kept by the schools' High Potential Learners Coordinator, in individual files.

Parents will be able to identify their children by reporting of achievements outside of school.

A register will be kept of HPLs and their ongoing achievements.

Provision

In school, meeting the needs of all learners is our priority. To this end, teachers ensure that they plan to meet the needs of more able pupils through the provision of open ended and challenging tasks across the whole curriculum. In addition to learning opportunities inside the classroom, children who have been identified as high potential learners will have a number of opportunities to access a variety of activities and opportunities organised by our High Potential Coordinator. Ham Dingle is a member of a cluster group of local schools which organise workshops throughout the year for more able pupils. In addition, Ham Dingle is a member of NACE (National Association for Able Children in Education) and provides opportunities tailored to the needs and strengths of our pupils.

Monitoring and Evaluation

The progress of all high potential learners is monitored by class teachers on a daily basis through their formative assessments. Subject leaders will monitor the provision for and work of all children identified as high potential learners 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.

More formal monitoring takes place at the end of each half term through our whole school assessment cycle. At this point, any child whose progress causes concern will be flagged up. Regular Pupil Progress meetings are held with the Headteacher and High Potential Learners Co-ordinator when the progress and attainment of identified pupils is monitored and evaluated.

All children identified as high potential learners will have regular meetings with a Learning Mentor who will discuss their work with them and support the children both in setting/reviewing their own long term goals and in identifying the steps needed to achieve these. (Appendix 2) This approach is designed to develop the independence of high potential learners and encourage them to take ownership of the whole learning process, thus developing within them the intrapersonal skills they will need throughout their lives to enable them to motivate themselves and achieve their potential.

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*

APPENDIX 2
Learning Mentoring

My name is ...	DOB
Long Term Goal: I would like to ...	Date
Steps I need to take to get there	When did I achieve this?
Review 1	Date
Review 2	Date
Other achievements/events attended ...	