

Excellence Together, Learning Through Faith.



St Mary's C of E Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

“St Mary’s is an inclusive school and respects and values the diversity of the Community”.

Policy for Children with High Learning Potential (HLP)

This Policy is GDPR Compliant

Adopted at St Mary’s School: March 2018

Date for next review by Academic Standards Committee: By Spring 2020

Signed: Date:

Rationale

St Mary's School values all children and seeks to ensure that every pupil is given the tools and opportunities to reach their full potential. Among our pupils there will always be those who are exceptionally able in one or more areas. We aim to value and celebrate their abilities, and understand that promoting the achievements of the most able will help to raise standards for all. We recognise that children may be gifted or talented both in their academic abilities, and in artistic, creative, musical and athletic fields.

Policy aims

All pupils at St Mary's School are provided with a broad and balanced curriculum that offers appropriate challenge for their ages, abilities and needs. Among our pupils, we recognise that a proportion will have particular talents and abilities, and we recognise these as children with "high learning potential" (HLP). These children require additional challenge and pace in their learning. This policy seeks to lay out the means by which we at St Mary's identify HLP children and how we address their individual requirements.

Definitions

At St Mary's, we find the following terminology useful when defining what is meant by a pupil with HLP.

Genius – An exceptional intelligence, creative power or other natural ability that could be internationally recognised.

Exceptionally Able – An intelligence or creative power or other natural ability that could be nationally recognised.

Gifted – Children who have advanced abilities in one or more academic subjects, such as maths and English.

Talented - Children who have advanced practical skills in areas such as sport, music, design or creative arts.

High Learning Potential (HLP) pupil – A child who is, or has the potential to be, considered Gifted or Talented.

Gifted and Talented (G&T), or Gifted, Talented and Able (GTA) – former names by which HLP pupils have been known at St Mary's, and continue to be known nationally.

Dual or Multiple Exceptionalities (DME) – A child with a disability or other special educational need, who nevertheless also has HLP.

More able – children who work, or have the potential to work, above age related expectations in academic or practical subject areas within the school.

Statutory Requirements

DfE guidelines state that schools should identify between 5 and 10% of their pupils as having HLP. The school must maintain a register of HLP pupils and demonstrate what provision is in place to meet their needs.

Characteristics of the HLP child

HLP children stand out because they exhibit a blend of high ability, creativity, commitment and the potential to improve further. Children with HLP will typically exhibit many (though not necessarily all) of the following characteristics:

- Able to learn quickly
- A rich vocabulary
- Excellent memory
- A long attention span
- Able, and typically avid, readers
- Perseverance with difficult tasks
- A range of interests

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- Are good at puzzles and problem solving
- Can talk through their reasoning
- Can connect well with others through empathy, leadership, teamwork and compassion
- Strong curiosity
- Energetic nature
- The desire to question things, including authority
- Creativity
- Imagination
- Observation skills
- Flexible thinking
- Great potential to develop further

Identification of HLP children

At St Mary's we aim to draw on a wide range of information sources, including both qualitative and quantitative information to identify children with HLP.

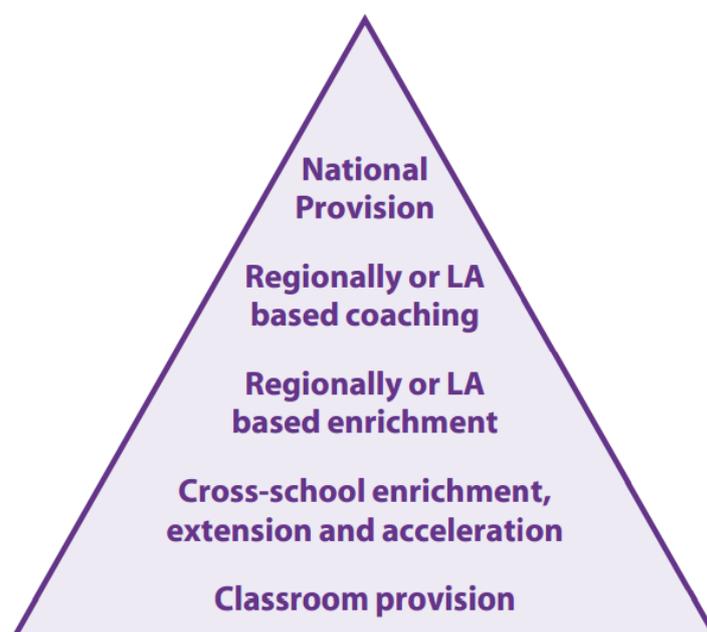
These include:

- Teacher/staff nomination
- Testing of achievement, potential and curriculum ability, assessed through:
 - o Baseline assessments
 - o National tests in Year 2 and Year 6
 - o Ongoing assessments and tests
 - o Monitoring and triangulation of children's work, progress, attitudes and potential
- Peer nomination
- Parental information
- Pre-school records
- Discussions with children
- Using community resources, including:
 - o After-school and lunchtime clubs
 - o Community groups

HLP Identification Indicators

Early Years	Primary	Secondary
Is it precocity or giftedness?	Needs fewer steps in process.	Questions rules/authority.
Uneven development.	Enjoys increased pace.	Non-conformity.
Gets cross if task too easy/hard.	Needs less instruction & practice.	High ability/low motivation.
Needs to own extended tasks.	Thrives on independent study.	Keen sense of justice.
May display 'unique creativity'.	Copes with abstract tasks.	Divergent thinking/creativity.
Often easily bored & disruptive.	Likes open-ended situations.	Excellent sense of humour.
Very good verbal/reasoning.	Needs to learn to fail.	Growing self-determination.
Needs enrichment more than acceleration.	Responds to a wide variety of creative opportunities.	May develop lifelong passion for field or hobby.
Can show reflection above age.	Needs to be encouraged to take risks.	Intellectual curiosity stands out.
Emotional literacy can lag behind academic work.	Needs to develop self-esteem in supportive environment.	Exceptional powers of concentration, stamina.
Identification for understanding and provision not labelling.	Whatever the intellectual level must remember <i>actual age</i> .	Needs to work with learners of similar ability in/out of school.

High quality provision for HLP pupils requires intervention at all levels of the provision triangle:



That children with HLP are able to access opportunities for enrichment at all levels of the provision triangle is the shared responsibility of all leadership, teaching and support staff throughout the school.

Responsibilities of the Senior Leadership Team

St Mary's Senior Leadership Team must:

- Ensure that the HLP register for is up to date
- Support staff in the identification of children with HLP
- Provide advice and support to staff on teaching and learning strategies
- Alert parents to children's particular or potential talents, skills or interests
- Sign-post potential avenues through which children could further develop their skills

Responsibilities of the HLP leader & SEN Co-ordinator

St Mary's HLP leader and SENCo must:

- Ensure staff have access to appropriate resources
- Identify the training needs of new members of staff
- Offer support and guidance to ensure staff are meeting the needs of HLP children
- Keep a register of HLP children
- Develop an action plan in line with priorities in the school SIP
- Monitor provision for HLP children and address shortcomings
- Seek opportunities for provision beyond the classroom and communicate these to parents, class teachers and support staff
- Ensure that HLP children are receiving high quality provision at all levels of the provision triangle
- Stay abreast of developments in current thinking about G&T/HLP provision

Responsibilities of class teachers and support staff

St Mary's class teachers and support staff must:

- have a high degree of subject knowledge
- use outside agencies and advance curriculum materials where appropriate
- understand how to plan class work and homework in order to increase pace, breadth or depth
- use tasks and Assessment for Learning techniques that help pupils to develop perseverance and independence in learning
- use stimulating resources to scaffold learning experiences
- use ICT to extend and enhance pupil's work
- use higher-order questioning and investigative activities to further develop thinking skills
- facilitate opportunities to participate in activities outside school
- provide opportunities to develop problem solving, leadership, teamwork and communication skills

Responsibilities of School Governors

It is the responsibility of the Governors to evaluate the effectiveness of this policy and the practice that it describes.

Social and emotional considerations

We recognise that there is the potential for social stigmatisation to occur around the label of HLP, and that, under certain undesirable circumstances, children could be the targets of negative attention as a result of being registered as a HLP. Therefore, through encouragement of positive attitudes to learning, including SEAL/PSHE teaching, AFL techniques, reward schemes, and peer-working, we aim to ensure that HLP children are viewed by others as aspirational role-models.