

# Carlton Primary School

## High learning Potential Learning Policy



***If you believe, you CAN achieve***

<b>Adopted/ last reviewed by Governing Body on:</b>	Date / Term / Year 07 / 2018
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Signed: \_\_\_\_\_  
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Carlton Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child. We believe that all children should grow up aware of these rights and respects these rights for themselves and for others. Being a Rights Respecting School will underpin policies throughout the school, and they will be reviewed and adapted throughout the 2017-18 academic year to demonstrate this.

## Background

At Carlton Primary School we believe that every learner, whatever their current attainment and achievement, should benefit from high-quality, inspiring, innovative learning and teaching strategies which challenge all learners irrelevant of their starting points.

This High Learning Potential (HLP) Policy supports the school's drive to be a primary centre for excellence for the education of the 'most able', recognising both current high attainment and potential. Carlton Primary School will share and use this information with parents/carers, learners, Governors, teaching and non-teaching staff to ensure that learners on the HLP Register take advantage of a rich provision of learning experiences both in and out of the classroom.

This policy should be read in conjunction with the Talent and Excellence Policy.

## Vision

Our vision is that all children leave Carlton ready for the next stage in their learning and are able to make the most of the opportunities that lie ahead at secondary school and beyond.

As well as a firm foundation in reading, writing and mathematics, they will have a broad and deep knowledge and understanding of the wider curriculum.

Throughout the school, children will be confident and self-regulating, and feel able to ask questions. As learners, they will be able to evaluate and self-reflect on their own style of learning. They will be able to identify and utilise the most effective strategies that will enable them to rise to any challenge. They will not be afraid to take risks with their learning.

They will have a sense of responsibility as global citizens, and will be curious about the world around them. Children will be physically, mentally and emotionally healthy and able to make informed choices and build positive relationships.

They will be ambitious, with an awareness of their own goals, and a strong sense of possibility, embodying the school motto: If you believe you CAN achieve.

## Aims

- To create a shared understanding of the terms 'High Learning Potential' and 'Exceptionally High Learning Potential'.
- To ensure that all learners in the above categories make at least expected progress across the curriculum, meeting individual needs so learners are able to accelerate from their starting points.
- To identify learners accurately and consistently, keeping an HLP register which enables Carlton to accurately assess their learning and developmental needs and intervene swiftly and effectively as required.
- To develop divergent, creative and critical thinkers, enquiring minds and resilient learners.
- To equip HLP learners with the skills and strategies needed to learn and progress exceptionally effectively in whilst at Carlton moving through to secondary school and on to higher education; socially and into the world of work.
- To build partnerships with parents and carers to accelerate progress and, where necessary, to both raise aspirations and support learners in realising their capabilities and to nurture ambitious dreams.
- To ensure equality of opportunity in terms of access to HLP provision and activities e.g. for targeted ethnic groups and for learners in receipt of the Pupil Premium.
- To secure consistently outstanding learning in lessons for learners on the HLP register.
- To establish a coherent strategy for the extra-curricular provision.
- To provide high quality professional development to equip the school community with the knowledge, skills and strategies to achieve the above.

## Definitions

**'High Learning Potential Register'** is a term used by Carlton (modelled on a partner secondary school) to refer to the register of all learners who are high attainers or have the potential to be high attainers. The term reflects Carlton's aim to create resilient learners who develop a growth mindset.

**'Exceptionally High Learning Potential' (Referred to as Excellence in our Talent and Excellence Policy)** learners are of extremely high ability, normally within the top 2% of the population. Typically, this would be 2-4 learners per year group who have a mean standardised testing score of 130+. Learners scoring 130 as a standardised score are in the top 12% nationally. Some learners may not demonstrate this through school assessments but may also have been identified via an Education Psychologist for example as part of a cognitive assessment process. Children with DME (Dual or Multiple Exceptionality) may have been identified by parents/carers or other professionals.

**"High Learning Potential (Ss [scaled score])"** learners are identified using a range of data, e.g. ELG's, Key Stage 1 and 2 information, parents' information and those who achieve 110+ (KS1), 114 (KS2) in one or more SATs score or achieve 115-129 in standardised assessments.

**"High Learning Potential (An [adult nominated])"** refers to learners whose standardised scores, SATs, ELG assessments might be lower but who are nominated by teachers/staff due to their cognitive abilities or staff insight into their potential for high attainment if given the right support, encouragement and opportunities. This may support the identification of disadvantaged learners and those in receipt of the Pupil Premium.

**Please note:** Carlton does not employ a quota system for identification.

## The High Learning Potential Register

To enable teachers to meet the needs of learners more effectively, the HLP register is divided into 5 sections:

1. High attainers – challenge and stretch
2. High attainers at risk of falling behind based on combined HPA
3. Talent and Excellence
4. Exceptionally High Learning Potential (EHLP)
5. High Learning Potential (HLP-Ss)
6. High Learning Potential nominations (HLP-An)

The focus of the register will be on academic attainment whilst recognising non-academic potential and achievement, referred to as Talent and Excellence.

## Growth Mindset

As part of Carlton's teaching and learning approaches it fosters a growth mindset in all learners and members of the school community. This means that learners and staff develop and practise the belief that intelligence is not fixed and, therefore, can be grown by frequent challenge, practice and resilience. A growth mindset is particularly important for learners on the HLP Register who must be encouraged to take risks with their learning, embrace challenge and view mistakes as learning opportunities to ensure learners have the best possible chance of attaining a First at University, a wide range of career options and opportunities for personal fulfilment.

For this reason, the Carlton terminology and communication with parents/carers and learners will use the term, 'High Learning Potential' to indicate that the processes of learning and growing intelligence will continue throughout life at Carlton, and beyond.

## Advice sheets & Guidance:

**Shared system links for staff and resources – High Attainers folder within shared**

**[www.potentialplusuk.org](http://www.potentialplusuk.org)**

**<http://www.dauidsongifted.org>**

## Appendix 1: ROLES AND RESPONSIBILITIES

The classroom is the main focus of stretch and challenge for HLP learners. Every teacher is responsible for ensuring that the learning needs of HLP learners are met, that learning is differentiated appropriately, and that under-achievement is identified swiftly so high impact and tailored interventions are implemented effectively.

### Classroom teachers

- Promote independent learning skills.
- Provide challenging learning activities, ensuring learners experience the risk of failing in order to improve and excel.
- Differentiate by task, presenting learning activities at different levels so HLP learners have different starting points. Avoid relying on “extension work” so HLP learners are always provided with stretching and challenging learning from the outset. Identify “light bulb moments” in advance of the lesson to provide exciting, exceptional stretch and challenge as required.
- Foster creative and critical thinking skills.
- Use Bloom’s Revised Taxonomy to devise questions to promote higher order thinking and empower learners to ask questions at higher levels.
- Use flexible groupings to promote accelerated learning, ensuring that HLP learners have opportunities to learn together as well as develop the skills of learning with learners of all abilities.
- Provide opportunities to lead learning.
- Provide opportunities to learn beyond the programmes of study (PoS) and classroom, fostering curiosity and a love of learning beyond NC and exam requirements.
- Ensure ‘home learning’ projects are adequately challenging, seizing every opportunity to carry out structured independent research.
- Assist in the identification of learners on the High Learning Potential Register.
- Use data to identify learners not making at least expected progress and intervene swiftly.
- Be proactive in seeking professional development opportunities to extend and refine their classroom practice in relation to teaching the most able.

### Leaders of Learning

Leaders of Learning are responsible for ensuring that the curriculum and lesson content is challenging and inspiring for HLP learners in all classrooms in their subject/area/s of responsibility.

- Model excellent practice.
- Review and evaluate the effectiveness of teaching, groupings, learning activities and curriculum content in promoting accelerated learning for HLP learners, intervening swiftly and effectively where necessary.
- Evaluate the progress of HLP learners across their areas/subject, investigating where and why at least expected progress has not been made, intervening swiftly as well as identifying best practice to share and disseminate.
- Support the development of outstanding provision for HLP learners in their area of responsibility, setting aspirational targets and ensuring teachers have the knowledge and skills to achieve these.
- Carry out HLP focussed learning walks, lesson observations and work scrutinies, providing constructive feedback which empowers teachers to refine their practice.
- Assist in the identification of learners on the High Learning Potential Register, supporting class teachers with this process.
- Actively seek Pupil Voice feedback for their subject.
- Collaborate with the ACE Leader and SLT to identify underachievement.
- In consultation with SLT, identify Professional Development required to achieve the above.



## Parents / Carers

Carlton Primary School works in partnership with parents/carers, actively seeking ways to involve parents in their child's education and opportunities. To do this, Carlton will:

- Inform parents of their child's inclusion on the HLP register.
- Provide information and advice on supporting HLP children.
- Provide HLP suggested reading lists/resources.
- Be invited to attend workshops aimed at HLP learners' parents/carers.
- Be invited and encouraged to attend relevant discussions for learners on the HLP Potential Register.
- Encourage parents / carers to inform Carlton of concerns or issues, which might affect progress.
- Provide opportunities for parents / carers to celebrate their children's successes.

## HLP Leader

The HLP Leader plays a pivotal role in meeting and exceeding the needs of HLP learners at PHS.

- Model excellent practice.
- Lead on the compilation of the HLP Register, in discussion with parents, ATs, TAs and SLT.
- Inform parents / carers that their daughter / ward is included on the HLP register, providing information on supporting learners and Carlton's HLP provision.
- Inform learners of their inclusion on the HLP register, highlighting opportunities available.
- Encourage parents / carers to attend workshops and interviews, particularly parents / carers of learners on the HLP Register.
- Liaise with Leaders to ensure learners have access to high quality, aspirational work experience placements.
- Publish an HLP calendar, ensure HLP events are advertised and planned effectively and keep an accurate record of HLP activity, including enrichment, reporting to SLT termly and to Governors yearly (and more frequently if requested).
- Keep up-to-date with and disseminate latest research into HLP provision.
- In discussion with TAs, ATs, the HLP Team and SLT, identify and provide high quality PD to support the needs of HLP learners, evaluating the impact.
- Provide Student Leadership opportunities to excite, stretch and challenge and to prepare learners for Higher Education interviews.
- Draw up and implement the HLP plan, and to drive the continual improvement in provision.

## Governors

- Encourage Carlton to reflect on, evaluate and refine practice by asking challenging, probing questions to ensure the needs of HLP learners are met and exceeded.
- Receive the annual report to Governors on HLP provision, acknowledging excellent practice and developments plus seeking opportunities to encourage Carlton to refine, extend and innovate practice.

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