



FOREST HILL SCHOOL

**HIGHER LEARNING POTENTIAL
POLICY(HLP)**

September 2018
Review: Annually

Background

Definitions

“High Learning Potential Register” is a term used by FHS to refer to the register of all learners who are high attainers or have the potential to be high attainers. The term reflects FHS’ aim to create resilient learners who develop a growth mindset.

Cognitive Assessment Tests (CATs) are taken by all FHS Year 7 learners in September and provide finely-graded information about each learner on their verbal, non-verbal and quantitative abilities. The standard score is between 88-112, with 141 being the maximum possible score.

“Exceptionally High Learning Potential” 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 CAT score of 130+ (adjusting this figure if required). Students scoring 141 on CATs are in the top 0.01% nationally.

“High Learning Potential” learners are identified using a range of data, e.g. Key Stage 2 information, parents’ information and those who achieve 124+ in one or more CATs score or achieve a mean CATs score of 114.

“High Learning Potential 1” refers to learners whose CATs or Key Stage 2 data might be lower but who are nominated by teachers due to their cognitive abilities or teachers’ insight into their potential for high attainment if given the right support, encouragement and opportunities. This may support the identification of **disadvantaged learners (SEN, EAL and PPG)**.

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

Aim

- To create a shared understanding of the terms “High Learning Potential”, “Exceptionally High Learning Potential”, “High Learning Potential 1” and/ or “Disadvantaged High Learning Potential 1”.
- To ensure that all learners in the above categories make rapid, better-than-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 FHS 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 school, Higher Education, socially and in the world of work.

- To build partnerships with parents to accelerate progress and, where necessary, to both raise aspirations and support learners in realising their 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.

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. Exceptionally High Learning Potential (**EHLP**)
2. High Learning Potential (**HHP**)
3. High Learning Potential nominations in 1 or more subjects (**HLP1**)
4. Disadvantaged High Learning Potential nomination in 1 or more subject (**HLP1**)
5. List of subjects students have been nominated in to enable teachers' to use information from other areas of the curriculum when planning.

The focus of the register will be on academic attainment whilst recognising non-academic potential and achievement.

Growth Mindset

FHS 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.

HLP Resource Kit

Resources to support planning for HLP students can be found here:

T:\Handin

Advice sheets

T:\handin

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 syllabus and classroom, fostering curiosity and a love of learning beyond NC and exam requirements.
- Ensure homework is differentiated adequately, 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 better-than-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.

Subject/Faculty Leaders

Subject/Faculty Leaders are responsible for ensuring that the curriculum and lesson content is challenging and inspiring for HLP learners in all classrooms in the department.

- 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 the department, investigating where and why better-than-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 the department, 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 teachers in the department with this process.
- Actively seek Student Voice feedback for their subject.
- Collaborate with HOH/line manager to identify underachievement.
- In consultation with the line manager, identify Professional Development required to achieve the above.

UPS Post Holder

UPS post holder play a crucial role in the identification of learners on the HLP Register, ensuring better-than-expected progress of HLP learners and meeting the pastoral needs of this group.

- In consultation with the AHT, identify learners for the HLP Register.
- Carry out one to one interviews with HLP learners, draw up Individual Education Plans (IEPs) or profiles for targeted students, ensure relevant staff have access to these plans and are able to implement them.
- Discuss the learning needs of learners on the HLP Register with parents / carers.
- Carry out learning walks and work scrutinies with SL/FL and SLT, providing constructive feedback to develop and support teachers in refining their practice.
- Collaborate with subject leaders to identify underachievement.
- Oversee the extra-curricular uptake of HLP learners in receipt of the Pupil Premium and monitor the impact of the provision.
- Actively seek Student Voice HLP feedback in the year group and take appropriate action.
- Monitor the progress of HLP learners, intervening swiftly needed.

Parents / Carers

FHS works in partnership with parents / carers, actively seeking ways to involve parents in their son's (or, for Sixth Form, daughter's) education and opportunities. To do this, FHS will:

- Inform parents of their son's inclusion on the HLP register.
- Provide information and advice on supporting HLP boys.
- Provide HLP suggested reading lists.
- Be invited to attend workshops aimed at HLP learners' parents / carers.
- Be invited and encouraged to attend relevant interviews e.g. Morrisby Testing Feedback for Year 10, IEP discussions for disadvantaged learners on the HLP Potential Register.
- Encourage parents/carers to inform FHS of concerns or issues which might affect progress.

- Provide opportunities for parents / carers to celebrate their son's/ward's successes.

Assistant Head teacher

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

- Model excellent practice.
- Lead on the compilation of the HLP Register, in discussion with parents, SLs, FLs and SLT.
- Inform parents/carers that their son is included on the HLP register, providing information on supporting learners and FHS' 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 the CEIAG Leader 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 TLs, SLs, FLs 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 FHS 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 PHS to refine, extend and innovate practice.

Appendix 2 Possible Characteristics of HLP Learners

Learners on the HLP register are all individuals. It is difficult to generalise about behaviours and characteristics as each learner will be shaped by her experiences to date. Although some of the below might appear contradictory, look out for learners (particularly applicable to the Exceptionally HLP) who –

1. Ask questions, often very divergent questions which may appear to have little to do with the exact topic being studied. Encourage this. If you do not know the answer, discuss how you could both explore this, show genuine interest and a delight that they want to know more about your subject.
2. Take a long time to complete work as they strive for perfection – the perfect word, punctuation mark, phrase, illustration. They may want to think about their work carefully before committing to an answer / essay / decision / opening sentence. This is why extension work is not appropriate for HLP learners – they often take longer than less capable learners. (This is less likely in Maths, Physics and Chemistry, depending on the nature of the task).
3. Learners who become very upset if anything goes wrong or want to start again if they make a small mistake. Encourage a growth mindset and model who you, as a competent, respected adult, copes when you come up against problems.
4. Challenge you and correct you! Welcome this, ponder it, ask for more information (at the end of the lesson or when the class is working independently). Never put them down or dismiss them out of hand.
5. Think divergently and creatively – have loads of possible answers!
6. Want the right answer and can get very anxious if this is not cut and dried. In subjects such as History and A&D where you are often speculating or experimenting, make it clear that you are interested in the quality of thinking, not in getting a correct answer as there might not be one.
7. Insist on including everything they know about a topic and find it hard to prioritise. Teach them strategies for identifying what is most important. Play 1 minute games (produce a 30 second radio broadcast outlining key issues, summarise in 1 sentence / 12 words / 3 words, write a text message, come up with 1 counter-argument, draw a cartoon with 1 caption). Practise timed writing and provide opportunities for learners to decide on priorities/the most important point/highest impact strategy/etc.
8. Might find mind maps impossible. Some relish the open-ended nature of mindmaps but exceptionally able learners might panic with something so wide or spend so long on one section, they get little out of it as a whole. Try offering something with more structure such as a learning mandala.
9. Are very sensitive. Home and friendship issues will feel more acute and what seems trivial to you will be overwhelming to them.
10. Find it hard to accept criticism. Be very careful to separate the learner from the work as they often see criticism as personal – avoid “**You** haven’t ...” and try, “**The essay** needs ...”
11. Are disorganised and have difficulty managing their time.
12. Might not produce neat, ordered work as the ideas come too fast – think of Leonardo Da Vinci’s!

13. Are unwilling to change their mind about an issue and be able to argue vehemently for their viewpoint. Play a game – ask them to argue for something blatantly daft, e.g. Hitler should have won the Second World War, recycling should be illegal, we don't need to worry about extinction.
14. Have extraordinary concentration spans when the learning is inspiring.
15. Are able to draw many and wide ranging inferences.
16. Are excessively self-critical.

This policy is reviewed on an annual basis by the Assistant Headteacher leading on HLP.

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