

## Neston High School – MORE ABLE Policy Students with High Learning Potential

### Aims

- To create a shared understanding of the terms “High Learning Potential”, “Exceptionally High Learning Potential”.
- To ensure that all learners in the above categories make rapid 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 us 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 students with additional needs or for learners in receipt of the Pupil Premium.
- To secure consistently outstanding learning in lessons for learners on the HLP register.
- 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 Neston High School to refer to the register of all learners who are high attainers or have the potential to be high attainers.

Cognitive Assessment Tests (CATs) are taken by all 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 100, with 141 being the maximum possible score. Students will be retested in Year 8.

“Exceptionally High Learning Potential” learners are of extremely high ability, normally within the top 2% of the population. Typically, this would be 1-4 learners per year group who a mean CAT score of 130+ (adjusting this figure if required). Students scoring 141 on CATs are in the top 1% nationally.

“High Learning Potential” learners are identified using a range of data, e.g. 2 or more Key Stage 2 Level 5a in English and Maths or more than 110 in both subjects under the new range of scores, and those who achieve 124+ in one or more CATs score or achieve a mean CATs score of 114.

Higher Attaining Students are those who have reached Level 5+ (or more than 110) in one or more subjects at KS2.

### The High Learning Potential Register

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

1. Exceptionally High Learning Potential (EHLP)
2. High Learning Potential (HLP)
3. HLPS – HLP subject

Departments will keep a record of students nominated as being high ability in their subject areas. Practical subjects will be able to nominate high ability students based on practical aptitude.

The register will be reviewed on a yearly basis.

Sixth form students will be identified by attainment in GCSE examinations, and provided for on the Sixth Form 'Pathways' programme. The requirement for 'Pathways' is that students will have 10 A\*-B at GCSE.

### Growth Mindset

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 wide range of career options and opportunities for personal fulfilment.

For this reason, Neston High School 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 Neston High School, and beyond.

### 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 and 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.
- Foster creative and critical thinking skills.
- Devise questions to promote higher order thinking and empower learners to ask questions at higher levels.
- Provide opportunities to lead learning.
- Provide opportunities to learn beyond the syllabus, fostering curiosity and a love of learning beyond curriculum and exam requirements.
- Assist in the identification of learners on the High Learning Potential Register.
- Seek opportunities to extend learning beyond the classroom.
- Use Go4Schools to identify learners not making better-than-expected progress and intervene swiftly.

### Curriculum Leaders

Curriculum 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.
- Evaluate the progress of HLP learners across the department, termly investigating where and why better-than-expected progress has not been made as well as identifying best practice to share and disseminate.
- Support the development of outstanding provision for HLP learners in the department. This will be monitored by SLT through line management meetings and noted in the ‘More Able’ section of minutes.
- Assist in the identification of learners on the High Learning Potential Register, supporting teachers in the department with this process.
- Use Go4Schools to identify learners not making better-than-expected progress in the department and intervene swiftly.
- Work with the department to plan and execute LOTC activities which will meet the needs of HLP learners.
- Ensure that HLP learners are made aware of appropriate pathways linked to their abilities, such as University courses or Higher Level apprenticeships, where possible giving direct experience of these.
- To work with and supervise the HLP co-ordinator for their subject.
- Discuss progress of HLP learners with line managers at regular LM meetings.

### HLP Subject Co-ordinators

Each department will nominate a HLP co-ordinator who will:-

- Keep an up to date database of those defined as HLP in the subject. (Individual departments need to define requirements for this category.)
- Plan and/or record activities for HLP students.
- Monitor the achievement of HLP students in their subject.
- Liaise with the HLP co-ordinator to share ideas/training needs etc.

Curriculum leaders will monitor those classed as 'HLP' as part of normal monitoring procedures.

## Parents / Carers

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

- Inform parents of their daughter's inclusion on the HLP register.
- Provide information and advice on supporting HLP students, providing intervention as appropriate for students who fall behind.
- Be invited to attend workshops aimed at HLP learners' parents / carers.
- Encourage parents / carers to inform us of concerns or issues which might affect the progress of learners.

Provide opportunities for parents / carers to celebrate their child's successes

## HLP Leader

The HLP Leader will:-

- Lead on the compilation of the HLP Register, in discussion with teachers, curriculum leaders and Heads of House.
- Inform parents / carers that their child is included on the HLP register, providing information on supporting HLP learners.
- Inform learners of their inclusion on the HLP register.
- Liaise with the LOTC leader to ensure HLP students' needs are catered for.
- Liaise with the careers lead to ensure learners have access to high quality CEIAG.
- Keep up-to-date with and disseminate latest research into HLP provision.
- Liaise with teacher i/c Student Leadership to ensure students gain opportunities to excite, stretch and challenge.
- Liaise with the Primary Liaison leader in order to ensure prior attainment and aptitudes of HLP students are considered.
- Monitor the progress of HLP students, in conjunction with Curriculum/subject Leaders and ensure intervention strategies are implemented when needed.
- Implement systems whereby HLP learners are recognised and rewarded for their achievements.
- Provide staff training on HLP learners.
- Work with the school data manager to develop systems by which to monitor and track the progress of HLP learners effectively.

Name of Policy	More Able Policy
Name of lead member of staff	KCO
Date of Review	2017
Date of next planned review	2018