

Identification at CWLC

At CWLC students with HLP are identified using Cognitive Ability Tests (CAT) on entry in year 7. These tests assess verbal, non-verbal, quantitative and spatial skills.

They, along with other subject assessments, help develop a picture of individuals at CWLC.

Students with a score of 120+ (100 considered the average) in all disciplines would be expected to perform at a high level in academic subjects.

Supporting Students with HLP

As a school we support students with HLP by:

- Monitoring and tracking progress of identified students, working closely with departments and subject leaders.
- Teachers differentiate tasks so there is appropriate challenge.
- Extra-curricular opportunities are offered.
- Individual mentoring will take place at key points.
- A focus on opportunities post 16.

If you would like to discuss this leaflet further or have any questions about **High Learning Potential** at CWLC then please feel free to contact me at school on 01905 423906 ext 214 or email ljh114@christopherwhitehead.worcs.sch.uk.

I look forward to working with your son/daughter as they progress through their time at school.

Mr L. Helme
High Learning Potential Coordinator

Useful Web-links for Parents

www.potentialplusuk.org : supporting the needs of high potential learners
www.masterclasses.co.uk
www.bbc.co.uk/schools/parents/gifted_and_talented/ : Gifted and Talented on BBC website
www.mensa.org

A Guide to High Learning Potential



at
CWLC



At CWLC we define High Learning Potential (HLP) as those:-

- Who have been identified as academically more able at school.
- Who have the potential to achieve through a wide range of abilities in academic subjects, sport, the arts and leadership.

All children, whether gifted, bright, average or below average, deserve the chance to lead happy and satisfying lives. HLP children have a great thirst for knowledge and it is vital that this need is recognised as early as possible so that parents and teachers can give them plenty of opportunities to develop their natural ability in order for their confidence and enthusiasm to flourish.

At CWLC we try to meet the needs of all of its students.

Recognising a Child with High Learning Potential

A child with HLP may present the following traits:

- **Extensive vocabulary, early or avid reader**
Typically child self-taught to read (but not all – especially dual or multiple exceptional children)
- **Keen powers of observation, vivid imagination**
Connects concepts in an unusual and unexpected way
- **Sense of humour**
May be mature beyond years, odd or inappropriate

- **Compulsive communicator**
If you won't listen, they will talk to someone else
- **Inability to sit still**
Fidgeting, fiddling, a master of origami and tinkering
- **Ability to multi-task**
The sort that never looks as if they are paying attention, but then gets high marks in tests
- **Poor handwriting**
Classic case of the hand not being able to keep up with the brain
- **Leader rather than follower**
Hates to be one of the crowd – would rather be by themselves than “a sheep”
- **Does well in tests but class work less impressive**
Bright children tend to have excellent memories (although a poor short-term memory is a common issue)
- **Questions everything**
Including the teacher, awkward questions a speciality!
- **Unusual hobbies or interests**
May have a vast and detailed knowledge of something unexpected, or a wide range of interests
- **Hates to lose or be wrong**
- **May refuse to take part rather than risk failure**
- **Difficulty in making or maintaining friendships**
Potential friendship group is smaller

High Learning Potential

The Myths and Reality

MYTH: Students with HLP are high achievers; they don't have to work hard for exam success.

NOT TRUE - They just work differently. Many are perfectionists who fear failure and find it difficult to start work or produce work to their standard.

MYTH: Students can with HLP accomplish anything they put their mind to; they just have to apply themselves.

NOT TRUE - Many have poor organisational skills and find their minds wandering away from the task in hand.

MYTH: Students with HLP are motivated and challenged by being given more work of the same type or yet another worksheet once they have finished (i.e. extra work).

NOT TRUE: Students with HLP soon realise that the intelligent thing to do is never to finish before anyone else!

MYTH: 'Giftedness' is something to be envious of.

NOT TRUE: Many specialists and parents think HLP should be classed as a SEN because of the many issues it brings.

MYTH: Students with HLP are self-directed, they know where they are heading.

NOT TRUE - or why would only 3% of HLP students end up as successful high achieving adults, without support?

MYTH: Students with HLP don't need help with study skills, they can manage on their own.

NOT TRUE - Many have problems with motivation and experience extremes of emotions.

MYTH: Students with HLP enjoy serving as examples for other children.

NOT TRUE - Many bright students find being singled out embarrassing and would prefer to dumb down than be shown as a good example.

MYTH: Students with HLP have fewer problems than others: they do not need or deserve extra time and attention.

NOT TRUE - They have the same amount of problems as other children, just different ones.

MYTH: Students with HLP will reveal their 'gifts' in school and will want to emphasise them.

NOT TRUE - Many students, especially in secondary school, are frightened of being the class 'geek'.