



### Rationale

The driving principle behind this policy is based on the CWLC ethos that every student should have the opportunity to attain their full potential and achieve excellence. In light of this principle, it is important that we challenge all students including those who have been identified as possessing higher learning potential (HLP).

HLP students will be identified as those entering Key Stages 3, 4 or 5 at a *significantly higher* level than their peers. The school has adopted HLP terminology so that all students who have been identified as academically more able at school are recognised. Standardised assessment offers evidence that individuals possess the potential to achieve through a wide range of abilities in academic subjects, sport, the arts and leadership, which links directly with the school ethos of pursuing excellence.

Research into what constitutes best practice for the most able students is disappointingly sparse; however, there are some most recent studies that focus on a number of areas that CWLC aims to further develop in the short, medium and long term.

According to Sir Peter Lampl, founder of the Sutton Trust, there are “too many talented young people from less well-off backgrounds that gradually fall behind during their school career, as the barriers they face take a toll. It is therefore essential that we address this wasted talent.” Therefore, we also aim to have a particular focus on disadvantaged HLP students.

There is currently little evidence on how best to support highly able students, and even less on how to support students who are capable of high attainment who are from disadvantaged backgrounds. Mentoring and tutoring programmes, accelerated learning and extra-curriculum provision, are each interventions which could possibly benefit the highly able, and have been heavily used in the ‘Gifted and Talented’ programmes of the past. However, there is NO discernable evidence that these interventions actually impact the academic outcomes of able students: more research is needed to evaluate interventions of this type.

More promising is the recognition that schools need to provide a suite of resources and strategies from which individual HLP students can explore and discover what inspires and motivates them. What all of these students can have in common, though, is teaching and learning in the classroom that promotes higher levels of attainment. This must be our priority.

### Aims

The school aims to:

- Provide an environment where academic excellence is rewarded and celebrated, and the potential for academic excellence is nurtured
- Provide opportunities and support for students, of all abilities, enabling them to develop their particular skills and talents
- Challenge students so that they achieve their full potential
- Promote a holistic approach to the needs of all students

- Monitor and support the progress of those identified as HLP, with an additional focus on disadvantaged HLP students.

CWLC has an identified HLP Coordinator, Senior Management Team line manager and link governor to ensure effective provision and monitoring.

### Objectives

- To ensure that staff are proactive in supporting the appropriate identification, high-quality teaching and interventions that take place in the classroom and in their home learning. CPD will be provided in order to equip teachers with evidence-based best practice and the most effective pedagogy.
- To communicate fully with parents, carers and students about how we might collaboratively support and nurture HLP students.
- To monitor students identified with HLP, target interventions and provide mentoring for disadvantaged HLP students and others, as necessary.
- To provide opportunities for off-site activities with an HLP focus, e.g. visits to universities, master classes.
- To promote post 16 opportunities in conjunction with the school's Careers Coordinator.

### Identification

The identification of students with HLP at CWLC is as follows:

- Cognitive Ability Tests (CAT) scores are used to initially identify students who have HLP, evaluated against KS2 SATs tests. Students with exceptional scores of 127+ in any area categorised by the classification HLP\*.
- Disadvantaged students are given a lower benchmark for their verbal score (112+) due to the delayed progress in literacy that is typical in those students. \*
- EAL students with high scores in tests apart from verbal may have HLP but the language barrier may result in a lower verbal score.\*
- Subject nomination reflecting advanced performance in individual subjects according to specified criteria, although these will be mediated against unconscious bias as far as possible.
- Students present with evident high attainment or potential in practical, creative or expressive arts and sport.

\* Disadvantaged and EAL students should ideally be re-tested in year 9 to see if verbal scores have increased.

Parents and carers of students with HLP are supported throughout the year. They will have the opportunity to liaise with the HLP Coordinator at scheduled parents' evenings. Relevant material and information is provided at key points throughout the year.

### Staff communication

- The HLP register is compiled and updated regularly and made available for all staff via EduLink and SIMS.

- Rather than HLP being categorised as an Additional Need (AN), all teaching staff should be aware of the need to offer high quality challenge to all students, with the recognition that HLP students may have particular ability and/or potential in certain subject areas and skills. HLP students are marked on EduLink/SIMS records as a reminder to staff when they plan, deliver and review the curriculum.
- HLP information is disseminated to colleagues at department meetings by the HLP coordinator; Curriculum leaders; HoDs and DoS, and is a regular item for discussion at departmental, pastoral and curriculum meetings.
- The HLP Coordinator delivers whole school training at relevant points throughout the year.
- Training for new staff is incorporated into the induction process.

#### Monitoring

- The progress of students identified with HLP is monitored regularly using whole school systems.
- The HLP Coordinator provides detailed analysis of progress at key points throughout the year.
- Additional volunteer staff provide guided support for identified disadvantaged students.
- Learning conversations/mentoring sessions are offered to identified students.

The HLP Coordinator ensures that analysis of HLP students is consistent within individual subject departments and across the school.