

**Langmoor Primary School**  
**Talented Pupils and High Potential Learners Policy**  
**(More Able/Gifted and Talented pupils)**  
**September 2018**

**1. The importance of developing a whole school policy at Langmoor Primary School.**

Langmoor is committed to maximising the potential of all our learners. This includes our talented pupils and high potential learners whom we recognise have particular needs if they are to achieve success not only academically but also socially and emotionally.

Our policy of maximising the potential of our talented pupils and high potential learners is understood and supported at all levels in the school, including governors as well as pupils and parents/carers. It fits in well with our school philosophies of inclusion, equal opportunities, special needs, growth mindset and resilience.

**2. The aims of our policy**

Through this policy, we aim to make sure that:

- We recognise the different needs of our talented pupils and high potential learners, including those who are achieving highly; those who are underachieving; have special educational needs; those from disadvantaged backgrounds; and those from ethnic minorities.
- Every high potential learner receives appropriate education to meet their needs.
- We provide appropriate opportunities to firstly identify, and then stretch and challenge the skills and talents of our talented pupils and high potential learners.
- We recognise the social and emotional needs of our talented pupils and high potential learners and support them as part of our policy.
- We have a school environment which positively supports our talented pupils and high potential learners, actively encouraging questioning and challenge as well as creativity and developing higher order thinking skills.

The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

**3. Our definition of talented pupils and high potential learners**

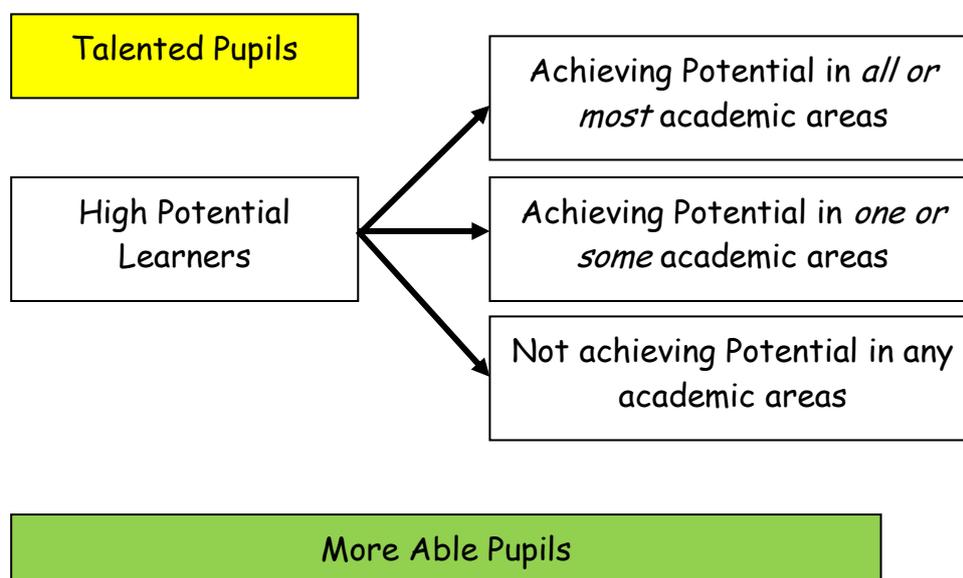
We recognise that there are many different definitions of talented pupils and high potential learners. In Langmoor we use the following definition:

"**Talented pupils**" - having a particular talent in Art/DT, Music, Drama, P.E. and languages, i.e. the focus being usually in one area.

Françoys Gagné (2003) says: "Talented students are those whose skills are distinctly above average in one or more areas of *human performance*."

"**High Potential Learners**" - children who have the academic potential to achieve significantly above expectations. This group can be split into those who are achieving their potential and are already significantly exceeding expectations for their year group in a particular subject areas and those children who, for whatever reason, are not achieving their potential.

**More Able Pupils** - Children who are working above the expected level in a particular subject area. These pupils may be working 'At Greater Depth' and could make up, up to 20% of each cohort. **These pupils are identified as 'HAP's, (Higher Attaining Pupils), on teacher's planning and their needs are covered under the general 'Teaching and Learning' Policy.**



#### 4. How we identify talented and high potential learners in Langmoor

- Through attainment tests. E.g. EYFS Profile, KS1 SATs and KS2 SATs, NFER Reading Tests, Vernon Spelling Tests, PIRA, PUMA, Rising Stars.
- Through tracking data and formative teacher assessments.
- Through nomination by class teachers as a result of demonstration in the classroom or observation of their work.
- Through information provided from home about an out of school activity; (this is more useful when helping to identify talented pupils).

**We recognise that learners who are identified as high potential learners may not be achieving highly in every subject and our policy makes allowances for this to ensure that they are supported in their areas of need and stretched and challenged in their areas of strength or potential.**

## **5. Providing appropriate feedback to parents and carers**

Although we have made the decision not to share our record with parents, we feel that it is very important that parents and carers are kept well informed about their children's areas of strength and talent. This is done in the following ways:

- Informal discussion which happens on a daily basis at the beginning and end of the day;
- Formal discussion during Parents Evenings; (held twice a year in the Autumn and Spring Terms);
- Written comments and 'levels/grades' shared in the end of year Report.
- Certificates/Awards to highlight progress and achievements;

This policy is available for parents to view and we have an open door policy. **Miss E Payne** is the lead teacher with responsibility for talented and high potential learners and is happy to discuss any issues that might arise.

We believe that involving parents and carers and having a positive working relationship between school and home is extremely important if the children are to maximise their potential.

## **6. Provision for talented and high potential learners**

Whilst every learner will benefit from many of these strategies, it is proven that they are essential for talented and high potential learners. Our provision includes:

- Quality first teaching, encompassing assessment for learning; valuable teacher feedback; varied differentiation, challenge through a mastery approach, enrichment, extension, pace and acceleration; variety; choice and independence.
- Interventions to support learners to reach their potential.
- Extra-curricular activities, external trips and visits from individuals or external organisations to raise aspirations and provide enrichment.
- Use of questioning to promote higher order, creative and critical thinking skills.
- Opportunities for collaboration of our high potential learners within the class but also across the whole school.
- Opportunities to develop communication and leadership skills through project work or through presenting work to their peers.
- Whole school approach to build resilience and a growth mindset to overcome obstacles to achieve their potential.
- Whole school emphasis on pupil well-being and the use of ELSA, mentoring, Forest School, R Time and mindfulness to promote a holistic approach across the school and focus on the 'whole child'.
- Close partnership with parents to provide support at home and to signpost parents and carers to local, regional and national activities.

## **7. Structuring our Talented and High Learning Potential Policy**

At Langmoor, we believe that it is important to coordinate our high learning potential policy and we do this as follows:

### **Lead Governor with Responsibility for Talented and High Learning Potential**

- [REDACTED]. The lead governor will report back to the governing body at least once a year on progress on our policy and provision. They will also meet with the lead teacher on an annual basis to evaluate the school's policy and provision. They will:

- Ensure that there is a whole school policy for addressing the needs of talented and high potential learners.
- Monitor and evaluate the implementation and effectiveness of the schools policy.
- Consider the needs of talented and high potential learners in school development and financial planning.

### **The Head Teacher (Mrs H. Bonser) will:**

- Identify a co-ordinator to take lead responsibility for the school's provision for talented pupils and high potential learners.
- Ensure that there is a policy in place.
- Monitor the implementation of the policy.
- Monitor the progress of more able pupils through regular review and discussion with the co-ordinator and class teachers.
- Ensure that the governors receive regular reports on the implementation of the whole school policy.

### **Lead Teacher for Talented and High Learning Potential - Miss E Payne**

The lead teacher is responsible for overseeing the policy, including:

- Developing and monitoring the policy and provision;
- Keeping a record of all talented pupils and high potential learners and the specific support they are given;
- When necessary, liaising with parents and carers of talented pupils and high potential learners;
- Monitoring the attainment and progress of talented and high potential learners;
- Keeping up-to-date with good practice and new research in this area;
- Purchase quality resources for use across the whole school or for specific children/subjects;
- Working along-side subject leaders to ensure that identified children are supported to reach their potential;
- Supporting teachers and subject leaders/arranging training for teachers and other school staff to help them to support pupils and parents to achieve their potential.

## **Subject Leaders**

Individual subject leaders are responsible for the following:

- Keeping up-to-date with talent development within the subject;
- Are aware of the talented/high potential learners in their subject;
- Support class teachers to challenge these pupils;
- Purchase quality resources to support and challenge these pupils;
- Implement specific initiatives to maximise the potential of all learners.  
(E.g. focus days/extra-curricular clubs, competitions, events, external trips, visits from 'experts' in a particular field).