



**Maria Fidelis**  
Catholic School FCJ

<b>Higher Learning Potential Policy</b>	
<b>Committee</b>	Curriculum
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<b>Approved By Governing Body</b>	15 <sup>th</sup> May 2023
<b>Frequency of Review</b>	2 years
<b>Next review Date</b>	Summer 2025

### **The FCJ Schools' Vision**

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

## **Rationale**

Maria Fidelis Catholic School aims to provide the best possible education to meet the individual needs of all learners and to help them develop to their full potential. Learners who have demonstrated high achievement, and whose previous assessments indicate possible future high achievement should be recognised by the school and supported in their development, within and outside of the classroom.

We recognise the diversity of the needs of the individual and the importance of providing a personalised curriculum. As teachers, we endeavour to foster and extend their abilities to the maximum potential.

## **Definitions**

Our policy for higher learning potential (HLP) students is directed towards those students who are in the highest achieving 10% of our school population. They will be added to the register where they have:

- Average KS2 data of 110 or above, and/or
- where they have been identified by 4 or more subjects.

## **Responsibilities**

Our provision for HLP learners is structured as below with the following core responsibilities.

### Class Teachers

- Use baseline data and informative assessment to identify those students who are HLP within their classes;
- Consider the needs of HLP students in lesson planning and provide challenge within their classroom;
- Use a 'top down' teaching approach to place challenge at the centre of all teaching;
- Follow the guidance in the whole school HLP policy;
- Be responsible for encouraging students to work independently using their initiative;
- Encourage students to participate in enrichment activities;
- Support students in setting of targets and encourage them to reflect on the process of their own learning and consider the factors which help them progress.

### Heads of Department

- Monitor the progress of HLP students within their subject area;
- Ensure that schemes of learning cater for HLP students;
- Liaise within the HLP Co-ordinator to provide further challenge;
- Produce subject-specific criteria to support and justify a student's nomination as showing higher learning potential.

### HLP Co-ordinator

- Use prior attainment data to prepare a register of the top 10% of each cohort;
- Gather names of identified students from all curriculum areas and parents;
- Create a register from the information which is available for all staff on the shared drive;
- Prepare courses of action for children identified on the register;
- Lead and co-ordinate staff training on the provision for HLP students, including ensuring that staff are made aware of opportunities for CPD development in supporting the needs of HLP students;
- Signpost strategies for teachers to use on the lesson observation pro forma which is to be kept under review;

- Conduct learning walks with a focus on HLP students as per the school monitoring calendar;
- Monitor the provision of HLP students;
- Evaluate the progress made by HLP students.

#### Assistant Headteacher

- Work with the HLP Co-ordinator to oversee the provision for HLP students;
- Include items concerning the provision for HLP students on whole school and Head of Department meeting agendas;
- Work with the HLP Co-ordinator to lead and co-ordinate staff training;
- Monitor the progress made by HLP students.

#### Identification

We will use a range of both qualitative and quantitative information from all in our school community to identify our HLP students, including:

- Nomination by staff, parents or peers;
- Self-nomination;
- Transition information;
- Teacher observation and assessment;
- Data and learner tracking processes;
- Checklist of characteristics;
- Subject-specific criteria;
- Baseline data to identify the top 10% of each year group; these will be students who are achieving, or have the potential to achieve, significantly in advance of the average of their year group in their school.

We will ensure that the identification process is rigorous and does not discriminate against particular groups (e.g. ethnicity, FSM, gender).

We will also ensure that those who are HLP students, but are underachieving, are identified and their progress monitored.

#### Curriculum, teaching and learning

We offer opportunities for HLP students to thrive through:

- An enriched, stimulating and relevant curriculum;
- Regular reinforcement of high expectations and encouraging students to embrace challenge;
- Freedom to expand on interests within the curriculum;
- Student voice is also considered when planning;
- Opportunities for students to work outside their usual working environment, e.g. trips, in-school events, extra-curricular activities;
- Independent and collaborative learning activities;
- Focus on thinking and study skills, including metacognition;
- Students self-assessing and evaluating their own work;
- Early entry for exams where appropriate, e.g. Trilogy Science;
- Effective use of classroom resources;
- Differentiation in the classroom, including choice, questioning, higher-order thinking skills;
- Encouraging risk-taking and the experience of setbacks to develop resilience.

### **Tracking and assessment**

The monitoring, assessment and evaluation of the school's HLP students will include

- Use of prior attainment data (where available);
- Teacher assessment;
- Regular tracking of performance as both individuals and the whole cohort using FA assessments;
- Comparison with local and national outcomes;
- Case Studies completed by pastoral staff.

### **Enrichment**

In addition to their full entitlement to the National Curriculum, students identified on the register and informally within the classroom will be given access to curriculum extension and enrichment within and outside the curriculum as below:

- A range of activities such as clubs, societies, activity days, master classes, day and residential visits, visiting specialists, weekend activities, summer schools, on-line opportunities;
- Opportunities for problem-solving, decision-making, analysis, synthesis, creative thinking, speculation, evaluation and research;
- Collaboration with other schools and external organisations;
- Opportunities to engage with 'real life' scenarios;
- Opportunities to take part in performances, sports activities and community projects;
- Enabling a student to study aspects of a topic that there would not normally be time to study;
- Participation in national schemes and competitions.

### **Personal, social and emotional support**

We understand that HLP students may experience specific challenges which we hope to tackle through

- Pastoral support from class teachers, form tutors or Heads of Year;
- Mentoring and peer support, e.g. exam stress groups run by mental health professionals, staff 1:1 mentoring in Year 11 prior to exams;
- Creating an ethos of provision for emotional, social, intellectual development and self-esteem;
- Student voice: feedback, 1:1 discussion, questionnaires;
- Creation of teacher 'Learning Mentors' so that students can have support from a teacher who can provide help with managing work-load and revision;
- Partnership with parents and carers.

Where a student may be identified as an exceptionally able learner, they will be mentored by the HLP Co-ordinator.

### **Professional Development**

A number of arrangements will be put in place in order to ensure we deliver high-quality teaching and learning to HLP students, including

- Sharing of strategies by the HLP Co-ordinator;
- Opportunities to share good practice between departments;
- Guidance from external specialists;

We are members of NACE and use their research and advice to inform teaching and learning. Teachers are encouraged to attend NACE training events, read their regular bulletins and enter NACE competitions.

**Success Criteria**

The success of this policy is measured by qualitative and quantitative evidence which includes

- Improved attainment and progress;
- Increasing higher level questions being asked by students;
- Increasing levels of independent learning, including risk-taking in learning;
- Increasing confidence and improving attitudes to learning.