



Southfields Primary School

Higher Learning Potential (Greater Depth and Rapid Graspers) Policy

Date agreed: February 2024

Review Date: February 2026

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Southfields School Vision, Aims and Curriculum Intent

Our children are not statistics: they are the future. We will equip them with the skills and knowledge to shape their world and become happy, confident and productive members of society.

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.
-Dr. Seuss

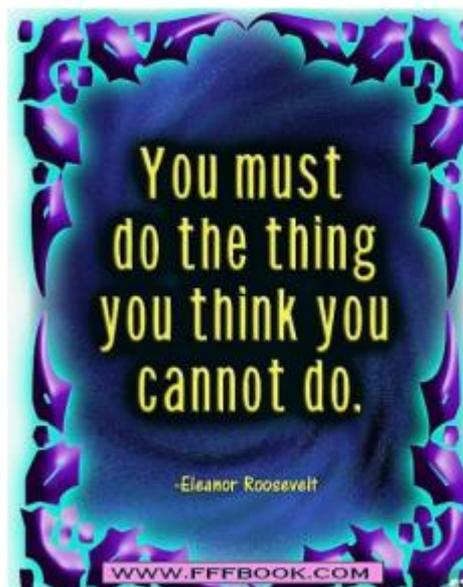
We are education explorers and will endeavour to:

- Ensure that all children receive a broad, balanced and 'first class' education.
- Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Provide a differentiated curriculum which will enable all children, from the most able to those with special educational needs, to make excellent progress.
- To enable our children to develop life skills, for an ever-changing world by continually evolving the curriculum.
- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens with British values.
- Encourage partnership with families and foster positive links with the community.
- Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.
- To make links between social capital to become valued employees who contribute to the future

We believe the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

Our school aims to be an inclusive school where all children are welcome, feel happy and look forward to their school day. Every child is unique and we view those differences as opportunities for adults and children alike to learn more from each other.

2. Higher Learning Potential Vision, Aims and Curriculum Intent



Introduction and Vision

At Southfields Primary School we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents and we are committed to supporting all our students: realising that all pupils need to be stretched and challenged. In our vision we want children to be creative, explore, collaborate, be curious and ask questions and develop a passion for learning. We aim to do this through an inspiring broad and balanced curriculum.

Strive to be the best that you can

Open your eyes to the possibilities of learning from your mistakes

Understand how you can help others

Teach others what you know

Have high expectations of yourself

Find a friend to collaborate and share

Impart your knowledge and experiences with your peers

Enquire and be inquisitive in your learning

Learn in your own unique ways

Direct your own learning

Smile, shine and be happy in all that you do

Aims and objectives

- To support children to help them on their journey to greater depth.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching that makes learning challenging and enjoyable, whilst still learning within their year group band. The opportunity to work at higher cognitive levels via higher order thinking and questioning skills.
- To provide additional out of school activities to stimulate, challenge and extend high potential children

- To employ a wide variety of methods of recognition of potential.
- To track and maintain children's progress.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To ensure the curriculum is broad and balanced and ensures all learners are challenged and supported to reach their potential.
- To train staff and to provide for these aims to be achieved.
- To audit provision.
- To compile a register for Higher Learning Potential pupils

3. Identification

We recognise that the abilities of Higher Learning Potential pupils possess will vary, and the speed with which they assimilate knowledge will also vary.

As a school we aim to identify and nurture Higher Learning Potential (those who may learn at a greater depth) as well as those who might superficially grasp concepts quickly (Rapid Graspers).

Identification is based on teacher observation and assessment within subject areas and will take into account many factors including:

- Learns rapidly
- Extensive vocabulary
- Excellent memory
- Reasons well
- Strong curiosity
- Compassion for others
- Vivid imagination
- Long attention span
- Concern with justice and fairness
- Emotionally sensitive
- High energy level
- Perfectionist - striving for higher standards in their own work.
- Questions authority
- Perseverant in interests
- Wide range of interests
- Good at puzzles
- Ability with numbers
- Judgement mature at times
- Quirky or grown-up sense of humour
- Intense
- Morally sensitive
- Prefer older companions and/or adults
- Keen observer
- Early or avid reader

- Highly creative
(Potential Plus UK – online 2019)

We identify these children so that we can provide effectively for them and so that teachers can plan appropriate tasks and stimuli for them with direct teaching and independent learning time.

Our identification procedures aim to be flexible, non-discriminatory and effective. The identification of Higher Learning Potential pupils at Southfields is a continuous process whereby there is no time frame as to when children are identified as having a higher learning potential need. The Higher Learning Potential co-ordinators will monitor the status of children identified as HLP (gender, free school meals, EAL, etc.). This register is a flexible working document.

4. Extra-curricular activities

The school offers a variety of clubs providing opportunities and experiences in addition to those available in the classroom. Also, the school supports additional opportunities and experiences which are available outside school. These opportunities may include:

- club activities
- workshops, activity days and master classes. These may be organised by the school; the local authority or the regional partnership
- day and residential visits
- visits and visitors within a broad, creative curriculum, giving children a chance to thrive.

5. Co-ordinating and monitoring

The following people can support this through regular reviews:

- Headteacher
- Higher learning Potential Lead Teacher
- Subject co-ordinators
- Governor with responsibility for those children identified as having higher learning potential.

6. Review and development

Each year the school will draw up a register of Higher Learning Potential children in each year group. The staff will keep this list under review. In addition, Higher Learning Potential children who are under-achieving will be discussed as a whole staff and their progress will be closely monitored and any issues addressed.

Partnership with parents

Parents and teachers will work together for the needs of the Higher Learning Potential child.

Secondary transfer

The school will liaise with local secondary schools to provide information on Higher Learning Potential pupils.

7. Inclusion Statement

We ensure access to the curriculum at an individual level through appropriate differentiated materials to support ability level. Further support is available from teaching assistants and the SENCO.

8. Data Protection

Southfields are adhering to the new GDPR guidelines, which came into effect in May 2018. Data Protection is about avoiding harm to individuals by misusing or mismanaging their personal data. As a school organisation we collect, use, or store personal data.

The Data Protection Act applies to us and therefore Data is collected and adhered to with the eight principles set out by General Data Protection Regulation in mind, which include:

- Only collecting information for specific purposes and not then using it for other purposes
- Only collecting what you need for the specific purpose
- Keeping it accurate and up to date; and safe and secure
- Processing information lawfully and allowing subject access in line with the Act.
- Storage limitation – don't keep it for longer than you need to fulfil the purpose
- Accountability – you must be able to prove you have complied with the above.

9. Resources

<https://www.potentialplusuk.org> - what is higher learning potential? Support for teachers and parents.

<https://nrich.maths.org/primary> - Nrich maths. Resources for challenging and extending HLP mathematicians.

<https://www.worldbookday.com/online-masterclasses/> Online writing masterclasses from World Book Day