Purpose

This policy will focus on the identification of and provision for gifted and talented (to be known as Higher Learning Potential (HLP) students) at Oxted School. It is in keeping with the School’s aims, its Teaching and Learning Policy and its commitment to bringing out the best in all students. We therefore aim to create the most appropriate learning environment so that all students can reach their full potential.

To achieve this, we will create the widest possible variety of learning opportunities with differentiated learning activities that recognise different learning rates, styles, interests, abilities and talents.

Aims

We aim to excel at bringing out the best in students of all abilities for their future success and fulfilment, by:

- First year plan: Identifying gifted and talented students at Key Stage 4
- Increase the percentage of A*-A grades at KS4
- Re-label ‘Gifted and Talented’ students as those who demonstrate a ‘Higher Learning Potential’ (HLP)
- Improve student awareness of their potential, the expectations and support available to them
• Form a collaborative partnership with the parents of the identified KS4 HLP students to ensure progress
• Improve the tracking, monitoring and intervention of HLP students
• Improve the teaching and learning of staff to equip them to stretch, challenge and inspire HLP students, ensuring full entitlement and access for gifted and talented students to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential
• Providing increased opportunities for HLP students within the classroom as well as offering enrichment activities when appropriate
• Stimulating and maintaining student curiosity, interest and enjoyment in their own education

Objectives

• To maintain a system that identifies and provides suitable provision for HLP students
• To ensure that the HLP lead teacher will oversee department and faculty identification of and provision for HLP students
• To maintain records of the progress made by HLP students, which are regularly monitored within departments and faculties, and are used to ensure that HLP are achieving their full potential and to put additional support in place as required
• To provide additional challenges for HLP students to further enrich their curriculum
• The HLP lead teacher to co-ordinate continuing professional development initiatives for staff through the School’s Teaching & Learning Group

The intended outcomes of these objectives are as follows:

• Students on the HLP register will make progress towards achieving their targets; be motivated to learn and develop self-esteem and confidence in their ability as learners;

• Teachers and leaders will be familiar with and implement the School’s HLP policy and approaches to meeting the needs of HLP students; communicate effectively with the parents/carers of HLP students; have high expectations of students’ progress; provide adequate challenge and support for students both in and beyond the classroom;

• Parents/carers will feel involved as partners in the identification process and provision of opportunities for HLP;

• The Head of School and other senior leaders will fully support and monitor the implementation of the policy through regular liaison;

• Governors will appoint an individual governor who will monitor the implementation of the policy through regular liaison.
Definition of “Higher Learning Potential” at Oxted School

In line with DfE guidelines, we view those students with Higher Learning Potential as those who have one or more abilities developed to a level significantly ahead of their year group nationally, or with the potential to develop these abilities.

Identification of HLP Students

HLP students are identified through a process of considering transition information, test data and teacher nominations.

In line with the latest guidelines, the following test evidence is used to identify HLP:

- Those students who achieved a 5C in English and Maths at Key Stage 2.
- Those students identified by staff as demonstrating a High Learning Potential to achieve an A*-A at Key Stage 4.

Faculties are at the forefront of identification and support for HLP students. Teachers are asked annually to recommend and review students who are identified as HLP in their subject.

Provision for HLP Students

We aim to provide suitable experiences and opportunities for our HLP students, principally by differentiation within the curriculum but also through enrichment activities beyond the classroom.

Assessment for Learning

AfL procedures are embedded in lessons at Oxted School where assessment and feedback are an integral part of lessons. Students are regularly expected to measure their own progress and identify ways of improving their own performance. With guidance from the teacher, students are encouraged to set and work towards suitably challenging targets that recognise their HLP needs.

Effective Teaching and Learning

The School’s Teaching and Learning Policy outlines a best practice lesson at Oxted School where:

- All good lessons should contain an element of challenge. If work is too easy, students complete it quickly and look for other avenues to explore. Work needs to be pitched accurately and there should be extension activities for faster workers.
- The lesson includes differentiated resources, strategies and activities. Particular consideration needs to be given to ensuring the progress of HLP students.
- The lesson has well-focused, differentiated homework given as early in the lesson as possible and that is an integral part of the learning process. This must allow students of all abilities the opportunity to experience success.
Curriculum Entitlement and Choice

The curriculum organisation of the School at all Key Stages enables HLP students to access a curriculum of appropriate breadth and depth to meet their needs. Students are set in many subjects. Differentiation is a key part of the Teaching and Learning policy and is explicit on the School’s lesson plan.

Organising the School

The HLP co-ordinator oversees the provision for HLP students both within the classroom and beyond through liaison with faculty Gifted and Talented co-ordinators.

Each faculty is responsible for ensuring that gifted and talented students are:

- Identified
- Supported
- Provided with high quality enrichment and extension
- Encouraged and monitored in their participation

Beyond the Classroom

Enrichment activities for HLP students will be offered where they become available. These may be through extra-curricular activities, curriculum enrichment opportunities within School or educational visits. The HLP register will be used to identify students for whom these activities will be suitable.

Higher Project Qualification and Extended Project Qualification (HPQ & EPQ)

Students who have been identified on the main HLP register will be invited to be involved in an extra qualification. Year 9 students will have the opportunity to take the HPQ and students in Year 12, the EPQ. The courses run alongside their other subjects and allow the students to develop skills in researching, planning and presenting as they explore a topic of their interest.

Transfer and Transition

The School is committed to collecting and using information about Gifted and Talented students from feeder primary schools. Information is collected as part of the transition process and used when compiling the HLP register for Year 7 students.
Partnership Working

We recognise the importance of partnership working to enhance the provision for HLP students. As a result we:

- work closely with the Howard Partnership schools to ensure that opportunities for Gifted and Talented learners are consistent within the partnership
- work with local secondary schools network and local primary schools to share best practice.

Tracking and Intervention

- Department/Faculty HLP representatives have got access rights to SIMS to track and monitor the progress of HLP students in their subject area, especially after strategic data entry points within the academic year.
- Each faculty has a named member of staff who has responsibility for ensuring that the needs of the HLP students are met and who is able to comment on the general progress of HLP students within the faculty.
- Heads of Faculties are responsible for monitoring the quality of provision, the participation and the progress of the identified students.
- Progress leaders will also be responsible for analysing progress data on HLP for their year group.
- The HLP Co-ordinator will oversee the tracking and intervention of HLP students across the School.