



SEVENOAKS
PREPARATORY SCHOOL

High Learning Potential policy including EYFS

Status and Review Cycle: Statutory / Annual

Policy reviewed and amended: 4.01.24

Next review date: 14.07.24

Governor Lead: Mr Ceri Jones

Policy Holder: Cherylanne Cashin

Policy for Provision for children with High Learning Potential

'A teacher's job is to make work difficult. If you are not challenged, you do not make mistakes. If you do not make mistakes feedback is useless.'

John Hattie (2008)

Aims

- To support every pupil in realising their potential in whichever aspect, or aspects, of their development in which they may show outstanding strength or ability.
- To encourage and equip pupils to explore their areas of interest or strength with confidence, independence and enjoyment.
- To offer opportunities to all, including higher learners, to discover and try out new areas of interest.

Philosophy

Sevenoaks Prep is characterised by its strong ethos of seeing every child as an individual and working with them to realise their own potential intellectually, emotionally, physically, spiritually, socially and creatively. Our 'Way of Life' underpins this and is a key aspect of our outstanding provision for the personal development of our pupils. A key aspect of this ethos in practice is acknowledging that children have differences in their learning needs and that we have a duty to meet those needs. It is the duty of all practitioners to help identify and provide a higher learning opportunity where possible.

Definitions

Higher Learning Potential	Pupils who achieve above average in one or more academic areas including areas outside the main school curriculum. Where GL Assessment Standardised Age Scores (SAS) are used this will be a score of 120 and above. * NEW 2022* Those achieving a standardised score of 130+ will be monitored and noted for exceptional progress.
Talented	Pupils who excel in one or more specific fields in relationship to age-appropriate levels: <ul style="list-style-type: none">• Creative and Performing Arts- Art, Languages, Design and Technology, Drama and Music• Physical Education/sporting ability (Games lessons) and/or• Extra-curricular activities e.g. Chess, fencing

In comparison with their peers, when engaged in their area of expertise, the higher learners will tend to:

- Show enthusiasm and motivation for seeking to pursue their subject
- Make connections between past and present learning

- Work at a level beyond that of their peers
- Demonstrate intellectual maturity and enjoy engaging in depth with subject material
- Produce original and creative responses to common problems

Identification

The identification of our talented and higher learners is a process in which the whole school staff participate in, as well as parents, guardians and the children themselves. The identification process begins when the child starts at the school and continues throughout their journey at Sevenoaks Preparatory School. Whilst we acknowledge that every one of our students possesses talents that make them unique and valuable, it is important for us as educators, to make a directed effort to provide for those students that have the potential to achieve significantly above the level usually planned for and expected of their age group in individual areas of learning. It is to this end only, that we identify and are aware of those who we consider to be, or have the potential to be, higher learners in specific areas. Whilst a Sevenoaks Prep's ethos is not to encourage singling out by placing them on an exclusive list, it is important they are identified, and opportunities are made available to further extend. Many of our children stay with us from their time in Pre-Prep all the way through until either Year 6 or Year 8 depending on their destination school and throughout this time, the school is keen to understand their achievements and interests in particular areas. Discussion with parents and guardians, as well as their previous schools, will enable us to create the best picture possible of the child.

We will aim to identify our talented and higher learners, wherever possible using a combination of the following:

- Analysis of summative test results through pupil progress meetings
- Formative teacher assessment Yr3-8 Standardised Scores
- Identification through Target Tracker (R-Y2)
- Information from specialist teachers, e.g. art, music, sport teachers
- Discussion with pupils during the year adding to a central folder on pupil voice
- Communication with parents and guardians on out of school activities
- Discussion with colleagues in end of year hand over
- Teacher observations
- Discussions with year group staff (especially EYFS)

Provision

The education and care of the whole child is central to our approach at the Prep, and we are conscious of the different stresses and burdens that such learning differences can bring. It is important that we recognise that every child will develop at their own rate and in their own style and that there are differences in children's development in each age phase. In order that our provision reflects this, our approach is tailored to the needs of each of the age phases of the school and is guided by the expertise and experience of the teachers who work in each phase. However, the guiding principles are the same: to ensure that pupils' strengths are recognised and nurtured and that they are supported in reaching their potential.

For this reason, our primary focus for the delivery of provision for higher learners, gifted and talented pupils is through 'Quality First Teaching;' recognising their needs as part of the range of individual

needs that are present in an inclusive classroom. We also see this as a means of reaching out to those pupils who may have areas of high potential ability that are yet unrecognised (due to underachievement or dual or multiple exceptionalities) and to ensure that they have the greatest opportunity to display those talents. The introduction of the Junior Duke Award this year, will also provide opportunity for children to highlight their talents in areas outside the classroom.

For example, activities are encouraged which allow all pupils to access, consolidate and explore material at their own level within a whole class setting. To allow pupils to explore their abilities and interests further, access to additional and different provision is provided when and where appropriate. This may be through involvement in the weekly newsletter, school clubs, societies, and projects; attendance of activities organised by outside agencies or through individual or group work within the school day. There are occasions when pupils will pursue their interests (specifically sport and drama) outside our school setting but during school hours. This is done in careful consultation between parents and staff and we, as a school, will always facilitate this within the context of reiterating our concern that any additional and different provision should only cause the minimum level of stress to pupils. We are particularly sensitive to issues such as alienation from peers, higher workload, and the burden of high expectations. Sevenoaks Preparatory School ensures that pupils amongst the more able, gifted and talented cohort are supported by staff and the pastoral school leaders as an integral part of our pastoral responsibility to every student.

Responsibilities

Class / subject teacher

- Identify pupils who meet criteria
- Provision of enrichment/extension opportunities clearly identified through Schemes of Work (SoW)
- Differentiation and setting within the class or year group appropriate to the level of the learner
- Ensure enrichment/extension activities and materials are being used appropriately
- Encourage children to enter local and national events and competitions in their area of higher potential
- Identify and address underachievement
- Provide Higher Learner co-ordinator, Head of Department and SMT with assessment results

Head of Department

- Work with class teacher in identification of higher learners
- Use data to identify higher learners
- Discussion with Class/Subject teacher on individuals identified on provision in class
- Check SoW for opportunities in lesson for enrichment and discussion
- Work with Higher Learning Co-Ordinator in ensuring appropriate provision for higher learners
- Feedback to Assistant Head/ Head of Pre-Prep of data and provision

Higher Learning Co-Ordinator

- Work with the data to identify higher learners
- Gather names of identified children from all areas of the curriculum
- Categorise this information in an online document, circulated to SMT and staff
- Discussion with teachers where no 'hard data' for those showing higher potential
- CPD opportunities for staff on provision for higher learners
- Providing an opportunity for children excelling in non-academic subjects to highlight their abilities
- Working with the Deputy Head in ensuring appropriate identification and provision for these pupils
- Working with Assessment Lead monitoring data for higher learners

Monitoring

There is a central tracker for Higher Learners which is co-ordinated by the Higher Learning Co-ordinator (HLC). This register is reviewed on a termly basis as well as through staff development meetings and discussions with staff and parents. The HLC meets with class teachers and the Assessment Lead termly to identify and monitor children who are making progress as well as those who may not be realising their potential (suggested by 'dropping off' of scores or a consistent mismatch between what the scores show and how a pupil manifests him/herself in the classroom and elsewhere) and staff are encouraged to do the same. Discussions on these pupils are fed back to Heads of Department as well as Assistant Heads of KS2 and 3 for monitoring. Any concerns can then be assessed and discussed, and will include the expertise of the HLP, where appropriate.

At Sevenoaks Prep, we recognise that some children who are higher learners and talented, do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances and is the job of the staff to help highlight and provide opportunity for knowledge and skill to be shared, despite difficulties.

Partnership with Parents

Parents are key providers of information about their child's strengths and abilities and teaching staff value their input and insight. Likewise, staff provide feedback to parents regarding the strengths and abilities that have been noticed in their child. Given the close relationships which staff develop with our families, this may be done during informal discussions during the school year, at formal parents' meetings or in written reports. Noted strengths are always discussed as such and are put in the context of the child's current stage of development, rather than being necessarily assumed as a constant feature of them as learners. Suggestions for how a child's strengths can currently be developed and nurtured would also be discussed.

Parents are also invited to share their expertise at relevant times to extend and enrich the experiences we offer to pupils through their involvement in lessons, clubs or workshops run by staff. For example, those with skills in the business sector have been involved in coaching sessions as part of the Year 8 Social Entrepreneurs Project.

On rare occasions, and where appropriate, parents and staff enter a dialogue regarding the possibility of a pupil 'skipping a year.' These discussions very much take place within the context of the pupil's

academic achievement to date, their personality and outlook, and parents' goals for their child in the longer term, as being 'out of year' has implications for the kind of senior school a pupil has access to as well as the child's mental wellbeing. The school always judges each individual case on its own merits and, if a decision to accelerate a pupil is taken, the extended teaching team, including pastoral leaders, are involved to ensure the transition is smooth and well-supported.