



St Anne's Catholic Primary School

High Learning Potential Policy

1. Aims and Principles

1.1

At St Anne's Catholic Primary School, we aim to provide an ambitious, creative and inclusive education for all pupils. We believe that an educationally inclusive community benefits every learner and reflects our mission to ensure that all pupils flourish as children of God.

1.2

We recognise that some pupils demonstrate particularly high levels of attainment or potential. These pupils require appropriate challenge, depth and support to ensure they make excellent progress. We welcome this challenge and are committed to meeting it enthusiastically, sensitively and with high professional expectations.

1.3

Our mission is to "offer our children a creative, challenging and broad curriculum. We want them to be enthusiastic about learning and encourage them to do their best at all times." This policy ensures that pupils with high learning potential (HLP) are provided for within that mission.

1.4

Our provision is based on current research-informed practice, including adaptive teaching, metacognition, mastery principles, cognitive challenge and stretch.

2. Definition

2.1

For the purposes of this policy, *More Able / High Learning Potential (HLP)* pupils are those who:

- demonstrate attainment significantly above age-related expectations in one or more subjects, **and/or**
- show the potential, characteristics or dispositions to excel with appropriate provision and support.

2.2

This includes pupils who show high potential but may not yet demonstrate high attainment, pupils with uneven or asynchronous development, and pupils whose abilities may be masked by SEND, disadvantage or barriers to learning.

3. Identification

3.1

Identification is a continuous, whole-school process. It is fair, transparent and inclusive, ensuring that no groups of pupils (e.g., pupils with SEND, disadvantaged pupils, EAL learners) are under-identified.

3.2

A *multi-source approach* will be used. This includes:

- **EYFS** baseline data, observations and learning records
- **Teacher assessment** and formative assessment
- **Standardised tests:** SATs, NFER (Y2, Y6), PIRA, PUMA
- **Work scrutiny** analysing depth, reasoning and independence
- **Subject-specific evidence** (e.g., performance in PE, drama, music, computing)
- **Pupil voice** and self-assessment
- **Parent/carer nomination** • **High-level creativity, problem-solving or reasoning** observed within class

3.3

Identification is revisited each term as pupils develop. A pupil may be identified for a specific subject, domain or disposition (e.g., creativity, leadership, mathematical reasoning).

4. Register

4.1

The school maintains a register of pupils identified as More Able/HLP in reading, writing, maths or specific subjects. The register is reviewed termly.

4.2

Approximately the top 10–20% of pupils in each cohort may appear on the register, but there is **no fixed quota**; identification is based on need, attainment and potential.

4.3

Movement on and off the register is possible and expected, particularly in earlier stages, reflecting developing skills, interests and growth.

4.4

The Assistant Headteacher for Inclusion manages the register and ensures accurate tracking and oversight.

4.5

Attainment and progress are monitored closely and discussed at pupil progress meetings each term.

5. Approaches to Teaching and Learning

5.1

We recognise that pupils with high learning potential benefit from:

- Curriculum **depth before acceleration**
- Challenge through problem-solving, reasoning and open-ended tasks
- Opportunities to start from an appropriate point, not restricted by age-related expectations
- Reduced unnecessary repetition
- Encouragement to take risks and embrace productive struggle
- Teaching that fosters **independence, metacognition and self-regulation**
- Exposure to abstract concepts, sophisticated vocabulary and high-level texts
- Opportunities to collaborate with peers of similar interests or abilities
- Positive relationships with adults who model curiosity and intellectual challenge

5.2

Staff plan adaptively to provide high-quality challenge, including strategic questioning, tiered tasks, mastery extension, choice and pupil-led inquiry.

6. Curriculum Opportunities

6.1

Our curriculum provides opportunities for pupils to engage in independent learning, advanced reasoning and open-ended investigations across all subjects.

6.2

Strategies include:

- High-quality adaptive teaching with structured extension
- Mastery extension tasks designed to deepen understanding
- Use of Bloom's taxonomy and higher-order questioning
- Project-based learning and enrichment enquiries
- Opportunities to lead, teach peers, present or mentor
- Integration of cross-curricular challenges

- Participation in competitions, academic events and external challenges where appropriate

6.3

A rich programme of educational visits provides additional opportunities for depth, creativity and cultural capital.

7. Organisation

7.1

Specific in-class and out-of-class interventions may be provided where appropriate. Small group provision may support challenge in mathematics, reading, writing or a specific domain.

7.2

Acceleration to a higher year group is only considered in exceptional circumstances and only after a full assessment of academic, social and emotional readiness, with input from outside agencies and full parental consultation.

7.3

The school provides opportunities for pupils to excel in specialist domains (e.g., art, music, dance, sport) through clubs, expert-led workshops and partnerships.

7.4

When experts visit school, targeted sessions may be provided where appropriate to extend pupils with high learning potential.

7.5

An enrichment programme is offered annually, allowing pupils to select activities that challenge or extend their interests and talents.

8. Roles and Responsibilities

8.1 More Able/HLP Lead (Assistant Headteacher for Inclusion) Responsible for:

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- Supporting staff in accurate identification and provision
- Leading training and disseminating research-informed practice
- Maintaining the register and tracking outcomes
- Liaising with external agencies and partner schools
- Supporting transitions to secondary school
- Reporting to governors and senior leaders
- Leading policy review and contributing to the School Development Plan
- Liaising with parents where appropriate

8.2 Governors

The designated governor:

- Monitors provision and outcomes for More Able/HLP pupils
- Ensures challenge and inclusion remain part of strategic planning
- Reports to the Governing Body annually **8.3 Subject Leaders** Responsible for:
- Ensuring policies and schemes of work include provision for high challenge
- Monitoring teaching, assessment and resources for challenge
- Ensuring appropriate subject-specific extension resources **8.4 Class Teachers**

Responsible for:

- Providing high-quality adaptive teaching and an enriched curriculum
- Identifying pupils with high potential and informing the lead
- Using assessment to plan challenge and depth
- Involving pupils in target setting and self-evaluation
- Monitoring well-being and promoting resilience and independence

9. Pastoral Care

9.1

We recognise that high-ability pupils may experience asynchronous development, perfectionism, anxiety or social difficulties. Pastoral support, including Learning Mentor input where necessary, is available to ensure these pupils thrive emotionally as well as academically.

9.2

We celebrate success widely and ensure that praise and recognition are inclusive and reflective of effort, creativity, leadership, character and resilience, as well as academic success.

10. Parents and Carers

10.1

Parents are informed about their child's inclusion on the register and can discuss provision at parent consultation meetings and through ongoing communication.

10.2

The school values parental insights into their child's abilities and interests. We work in partnership with parents to ensure provision meets individual needs and to support learning at home.

11. Resources

11.1

The school maintains resources to support More Able/HLP provision, including:

- Assessment and diagnostic materials
 - Subject-specific extension resources
 - Enrichment and challenge materials for independent and guided use
 - Staff professional reading and research-based guidance
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12. Monitoring and Evaluation

12.1

The More Able/HLP lead evaluates provision and outcomes termly through:

- Data analysis
- Pupil progress meetings

Work scrutiny

Lesson observations and learning walks

Pupil voice

Parental feedback

Findings inform curriculum development, CPD, and next steps.

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13. Related Policies

- Assessment
- Teaching and Learning
- Curriculum Policies
- Equal Opportunities and Inclusion
- EYFS
- Homework
- Safeguarding
- Behaviour and Relationships

This policy is informed by guidance and research from Potential Plus UK, the Education Endowment Foundation (EEF), the National Association for Able Children in Education (NACE), Ofsted thematic reviews, and the Department for Education (DfE) curriculum and assessment expectations (2023–2025)

Review Cycle: Every three years

Next Review Due: Summer 2028 (or earlier if national guidance changes) **Responsible**

Committee: Achievement & Curriculum Committee

High Learning Potential Parent Guidance Sheet



Our Commitment

At St Anne's, we want all children to be challenged, excited by learning and supported to reach their potential. Some children show particularly high levels of ability or potential. We identify and support these children carefully and sensitively.

What does “More Able” mean?

A child may be considered More Able/HLP if they:

- demonstrate exceptionally high attainment,
- show strong reasoning, creativity or leadership,
- learn new concepts quickly,
- or show clear potential that may not yet be visible in outcomes.

How do we identify these pupils?

We use multiple sources:

- teacher assessment,
- standardised tests (PIRA, PUMA, NFER, SATs),
- EYFS observations,
- work scrutiny,
- pupil self-assessment,
- parent input.

Identification is ongoing and fair.

How do we support More Able pupils?

Your child may experience:

- deeper learning challenges,
open-ended investigations, independent
research, reduced repetition, opportunities to
work with like-minded peers,
- enrichment clubs and workshops,
- leadership or mentoring opportunities.

Pastoral Support

We look after emotional needs, including:

- perfectionism,

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- anxiety,
- social challenges,
- confidence building.

Support from the Learning Mentor may be provided if needed.

Communication with Parents

You will be:

- informed if your child joins the register,
 - invited to discuss progress at consultations,
 - encouraged to share insights about your child's strengths.
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Who to contact

Class Teacher – everyday questions

Senior teacher for SEND/Inclusion – Debra de Silva



Higher Learning Potential Teacher Guide and Checklist

1. Identification — What to Look For

- ✓ Rapid grasp of new concepts
- ✓ High-level reasoning or creativity
- ✓ Strong vocabulary or deep questioning
- ✓ Intense focus on chosen tasks
- ✓ Independent or original thinking
- ✓ Leadership or empathy beyond age

- ✓ High potential masked by SEND or disadvantage
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2. Classroom Provision Checklist Planning

- ✓ Depth before acceleration
- ✓ Tiered tasks / mastery extensions
- ✓ Reduced repetition
- ✓ Pre-teaching where appropriate
- ✓ Clear opportunities for independence

Teaching

- ✓ Rich questioning (why/how/what-if?)
- ✓ Problem-solving and critical thinking
- ✓ Open-ended tasks with multiple solutions
- ✓ Teaching metacognition (thinking aloud)
- ✓ Encouraging productive struggle ✓ Flexible grouping

Environment

- ✓ Stretching reading materials
 - ✓ Resources that promote curiosity
 - ✓ Displays celebrating challenge and effort
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3. Monitoring & Assessment

- ✓ Use formative assessment to adjust challenge
 - ✓ Review books for depth and reasoning
 - ✓ Track progress termly
 - ✓ Seek pupil voice on challenge levels
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4. Pastoral Needs

- ✓ Look for anxiety, perfectionism, withdrawal
 - ✓ Support resilience and growth mindset
 - ✓ Refer to Learning Mentor if required
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5. Enrichment

- ✓ Encourage competitions, clubs, workshops
 - ✓ Provide leadership roles
 - ✓ Liaise with subject leads for stretch tasks
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6. Referral to More Able/HLP Lead

- ✓ concerns or questions about a child
- ✓ potential new identification
- ✓ pastoral or emotional needs
- ✓ when external opportunities arise

Date agreed by governing body December 2025	Signature of Chair or Vice Chair
Date agreed for review Summer 2028	Frequency of Review
Responsibility for Review Review Committee: A&CCP Committee	