

HIGH LEARNING POTENTIAL BEST PRACTICE AWARD

Element B. Identification

The school knows who their high potential learners are and has a sophisticated understanding of common characteristics and profiles and of individual strengths and needs, which are used as the basis for planning

B.1 Rationale		
There is a clear rationale and comprehensive system for the identification of high potential learners		
<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
<ul style="list-style-type: none"> <input type="checkbox"/> The HLP policy explains the importance of identifying high potential learners and secures staff buy-in <input type="checkbox"/> Criteria and strategies for identification are available to staff, parents/carers and on the school website <input type="checkbox"/> The HLP Lead has received professional development or guidance on effective identification <input type="checkbox"/> There is a clear understanding of the common characteristics and profiles of high potential learners across the school 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurate, timely information is provided to teachers about who belongs in under-represented groups, with an appropriate emphasis placed on the identification of these learners <input type="checkbox"/> All teachers have received professional development and/or guidance on identifying high potential learners in their subject/phase <input type="checkbox"/> All staff have a good understanding of the characteristics of exceptionally high potential learners and those with multiple exceptionality 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers provide opportunities for learners to demonstrate HLP as part of the identification process e.g. creative and divergent thinking, leadership, range of presentation methods, learning beyond the curriculum, engaging with more challenging texts <input type="checkbox"/> Staff understand that disadvantaged learners may have lower prior attainment than non-disadvantaged learners and give particular attention to this when identifying high potential learners <input type="checkbox"/> Staff understand how disadvantaged high potential learners will present differently to non-disadvantaged <input type="checkbox"/> Under-represented groups are given particular consideration in the identification process and additional support and expertise are provided, e.g. from the Special Educational Needs and Disabilities Co-ordinator (SENDCo), EAL Lead <input type="checkbox"/> Parents/carers and peers are encouraged to participate in the identification process
Examples of Evidence		
<p>Bronze: <i>HLP policy; website; letters to parents/carers; PD records; guidance provided on common HLP characteristics; interviews with staff</i></p> <p>Silver: <i>published criteria; examples of information for staff; examples of how staff are empowered to identify high potential learners effectively</i></p> <p>Gold: <i>examples of strategies used by teachers; individual learning plans; examples of parental/carer or peer input; presentations or input from specialists; evidence that DME, WBR, EAL and disadvantaged learners receive particular consideration at the identification stage</i></p>		