SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

HIGH LEARNING POTENTIAL (HLP) AND MORE ABLE, GIFTED AND TALENTED POLICY

Policy owner:	Deputy Head Academic
Approved by:	Executive Head
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At Shrewsbury House we aim to develop 'independent, curious and passionate learners to succeed in a changing world.'

This policy outlines Shrewsbury House School's framework for supporting pupils with High Learning Potential (HLP). High Learning Potential serves as our overarching educational philosophy, while the school retains the internal More Able, Gifted and Talented (MAGT) Register to sub-categorise academic, creative and sporting talents for targeted tracking and senior school scholarship preparation.

It has been developed through staff consultation and reflects the expertise of staff within the school. It also reflects the commitment and ethos of Shrewsbury House School to support and challenge the able child. Our academically rigorous, tailored and dynamic curriculum challenges and supports all pupils so that they can develop to their full potential.

Associated Policies/Documents:

- SHS 3-year Accessibility Plan
- SHS Staff Handbook
- SHS Assessment, Marking and Feedback Policy
- SHS Teaching and Learning Policy
- SHS Curriculum Policy
- SHS High Learning Potential and More Able Gifted and Talented Register
- Learning Enrichment Policy

Aims:

- To support and celebrate the abilities, personal qualities and talents of all children, where possible within the school environment.
- To ensure that all children receive an education appropriate to their abilities to personalise

the educational experience for all.

- To provide teaching that makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and seek to remove the barriers of HLP / MAGT .
- To stimulate children through extra-curricular activities and curriculum enrichments.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To create awareness among staff so these aims can be achieved.
- To compile and maintain an internal HLP / MAGT Register to monitor progress, personalise learning and target scholarship pathways
- To monitor the progress of children using summative and formative assessments and tracking and target setting.

Definition of More Able, Gifted and Talented

Shrewsbury House School uses High Learning Potential (HLP) as an umbrella term to describe pupils from EYFS to Year 8 who demonstrate advanced, underlying cognitive capability, creative thinking or high performance potential. For internal tracking, pupils identified within the HLP framework are recorded on the school's MAGT Register under three distinct operational categories:

More Able

Pupils who perform consistently at the top of the year group and show significant ability in an examined subject area. As a guide, the top 10% of the year group in a particular subject area will be classed as More Able.

Gifted

Pupils whose underlying ability data (CAT, NGST, PTE, PTM) puts them in the top 5% of the year group and are more able academically in more than one examined subject. They are children who have been identified as possible academic scholarship candidates in Year 7 and 8.

Talented

Talented Pupils who show a talent or promise in a creative or sporting area: Music, DT, Art and ICT. They are children who have been identified as possible scholarship candidates in Year 7 and 8 for these areas only.

In defining More Able, Gifted & Talented pupils, the following should be considered:

- Schools have to meet the needs of <u>all</u> pupils. We are required to provide more challenging lessons and other opportunities for gifted and talented children.
- We welcome dialogue from parents who raise their son's talents and abilities and also ensure identification and monitoring systems being developed to support pupils once

identified and to cater for the boy's needs if he is on the More Able, Gifted and Talented Register.

- Gifted children often need more support, but not necessarily more structured activities. They may also not necessarily be those pupils who score highly in tests and examinations and could well be underachieving for a variety of reasons, including low self-esteem.
- Tests, while important, are not the sole determiner of ability. Pupils on the HLP / MAGT register may need more freedom to learn at their own pace and/or more guidance.
- Sometimes, gifted children need extra help to develop their social skills such as working well in groups. They may have specific learning difficulties, emotional or behavioural difficulties which may mask their gifts or talents.
- At Shrewsbury House, we nurture our pupils' all-round development as well as their intellectual development and being flexible in approach and understanding how pastoral and curriculum link is key.
- Dual Exceptionality: The school recognises pupils who possess high ability alongside a special educational need or disability (SEND), EAL, or neurodivergence. Provision for these pupils ensures their high potential is nurtured while appropriate scaffolding or support is provided for their specific needs.

Identification:

The identification process is inclusive and objective, utilising standardised baseline data alongside observational criteria to ensure that high potential is recognised regardless of a pupil's background, EAL status or protected characteristics under the Equality Act 2010. The following methods are used:

- Teacher observation and informal assessment;
- Results of formal assessments and tests and tracking and data analysis - test results are used to analyse children's attainment against their peers and against standardised or national expectations;
- Background knowledge;
- Parent 'nomination'. Parents will sometimes be able to draw attention to specific skills and talents their child does not demonstrate at school;
- Tracking and data analysis (including report and progress card and progress report grade analysis, CATs, Progress Tests and Reading Age data).

Several Characteristics of High Learning Potential (HLP) / MAGT Pupils(pupils are likely to display a range of these):

- Thinks quickly and accurately.
- Can leap from the concrete to the abstract.
- Works systematically.
- Displays curiosity and asks complex questions.
- Generates creative working solutions.
- Work flexibly and independently, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Communicates their thoughts and ideas well, sometimes with exceptional maturity. Often

has a very developed vocabulary.

- Is determined, diligent and interested in uncovering patterns.
- Achieves or shows potential in a wide range of contexts.
- Is particularly creative.
- Shows great sensitivity and empathy and sees multiple perspectives. Sensitivity can make them lonely.
- May show or dislike repetition of concepts and routine tasks.
- Often reluctant to record things if he/she sees no purpose in doing so
- Demonstrates particular physical dexterity or skill.
- May have passionate interests unrelated to school.
- May have a devastating discernment of the weaknesses of other people, including those in authority such as teachers.
- May prefer the company of older children and adults, to their peers.
- Makes sound judgments.
- Be outstanding leaders or team members.

From Reception to Year 2, identification is informal and centers on classroom observation and early communication skills. In Reception, challenge for more able pupils is woven into continuous provision by extending the EYFS Characteristics of Effective Teaching and Learning—with a specific focus on encouraging deeper investigation, active learning, and creating and thinking critically.

Provision and Support

The role of the teacher is vital in challenging the thinking of the More Able, Gifted and Talented child. Work in lessons will be targeted at pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the gifted child to promote the opportunities for them to engage in higher order thinking. Heads of Department are encouraged to use Bloom's Taxonomy (higher and lower order thinking skills) to ensure that the appropriate range of questioning is evident in lessons.

There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for More Able, Gifted and Talented pupils to develop, by drawing them together for specific activities. There will be added breadth to a child's attainment and progress through activities that consolidate and widen the child's knowledge, skills and understanding, for example, through external competitions.

Scholarship stream in Year 7 and 8 provides the academic opportunity for the More Able, Gifted and Talented child (those considered potential Scholars) to prepare for Scholarship. In Years 7 and 8, Scholars are taught in a separate Scholarship class, which follows an enhanced curriculum and greater challenge, as the teachers prepare boys for demanding senior school scholarship expectations. Critical thinking, problem-solving, challenge and investigative learning is encouraged. Progression will be possible for the identified pupils in particular subject areas as well and this is also recognised in the awarding of individual subject prizes and academic colours for those taking Common Entrance as well

as those who may be in Scholarship stream.

High Learning Potential pupils who are not in dedicated scholarship sets receive targeted extension, higher-order questioning and subject-level challenge within their standard mixed-ability or set groups

Extra-curricular Activities

Extra-curricular activities are highly valued for all children but can be particularly motivating for High Learning Potential and MAGT pupils. At Shrewsbury House School, we provide the following:

- A holistic curriculum, focusing on the physical, spiritual, aesthetic and academic;
- Academic, creative and sports clubs;
- Activity days - inter house competitions (creative and academic) to promote teamwork and enhance leadership skills;
- School outings - to enhance specific subjects in the curriculum;
- Residential trips - modern language skills (Yr 7 Normandy French trip). Orienteering and sports activities (Year 8);
- Day visits from outside agencies;
- Thought provoking assemblies;
- The use of specialist teacher/s or visiting artists, academics, authors and musicians' workshops;
- A broad, creative curriculum, giving artistic children a chance to thrive;
- Other puzzles and initiatives;
- Maths Fours Teams;
- The Advanced Mathematical Development Programme (ADMP);
- Athlete Development Programme;
- Advanced Art Club;
- Townsend Warner History Competition.
- Linguistic Puzzles via The Discovery Programme
- Wimbledon BookFest and specific essay competitions
- The St. Paul's School Group Pathway

Monitoring and Evaluation of M A, G & T Provision

The monitoring and evaluation of HLP / MAGT Provision is an ongoing process. Work scrutiny and test results are analysed and any gaps are identified. The Learning Enrichment Co-ordinator meets with the Deputy Head, Academic and evaluation and monitoring arrangements enable us to continually review and seek to improve provision for all HLP / MAGT pupils. Teachers are able to nominate boys to be on the HLP / MAGT register which is formally updated during the Autumn Term following baseline assessments, with ongoing, fluid updates made termly to capture emerging talent or late-developing potential.

The following people at SHS co-ordinate, or receive updates on HLP / MAGT pupils:

- Deputy Head Academic
- Director of Scholarship and Assessment
- Learning Enrichment Co-ordinator
- Head of Younger Years

Review and Development

During the Autumn Term of each Academic year, SHS will review the current list of More Able, Gifted and Talented pupils in each year group. The Learning Enrichment Team will review and moderate the list and monitor the progress of those on the list carefully (please see the nomination form for More Able, Gifted and Talented as an addendum below)

Transition to Senior Schools

The Head will advise parents on the most appropriate senior school which will meet the needs of their More Able, Gifted and/or Talented child. Gifted and/or Talented children may be selected to join academic scholarship and prepare for scholarship examinations externally, or may be identified in their subject areas to start preparing (for example, in sport, drama, art, music, design).

It is the responsibility of the subject teachers to prepare them and/or provide suitable references endorsing the pupils' suitability to sit the examination/assessment. The Deputy Head, Academic, will liaise with staff members in their various subject areas to inform them about a particularly able child so that their gift of talent can be recognised and nurtured.

Training and Resources

All teachers are required to undertake training and development regularly to ensure a high quality of teaching for pupils. Teachers attend training each year and observe each other in peer lesson observations.

The School aligns its provision with the core principles of High Learning Potential (HLP) set out by Potential Plus UK (formerly NAGC):

Core Principles of HLP Provision

- **Potential Over Performance:** HLP focuses on underlying cognitive potential, creativity and reasoning capacity rather than solely relying on high test scores or current academic achievement. High ability can exist alongside underachievement if barriers are present.
- **Recognition of Dual and Multiple Exceptionality (DME):** High learning potential frequently co-exists with special educational needs, neurodivergence (such as Autism, ADHD, or Dyslexia), or sensory processing differences. Provision must offer high-level cognitive challenges while simultaneously providing accessibility support and scaffolding for learning needs.

- **Support for Asynchronous Development:** Intellectually advanced children often develop unevenly across cognitive, emotional, social, and fine motor domains. Provision must accommodate a pupil who can analyse complex concepts while still requiring age-appropriate support for emotional regulation or physical execution.

- **Depth and Challenge over Volume:** Effective differentiation avoids giving pupils "more of the same" lower-level tasks (busywork). Instead, it prioritises higher-order thinking skills, problem-solving, open-ended inquiry, acceleration and conceptual depth.

- **Active Nurture:** Potential does not automatically translate into achievement without intervention. Without deliberate challenge, HLP pupils are at risk of underachievement, boredom, loss of learning resilience or developing perfectionist anxiety.

- **Holistic and Socio-Emotional Wellbeing:** A child's mental health, self-esteem, feeling of belonging, and peer relationships are treated as foundational to academic progress. High sensitivity, intense curiosity, and deep concern for justice are recognised as common HLP traits that require empathetic pastoral care.

- **Home-School Partnership:** Collaborative identification and tracking involve dialogue between teachers, parents, and the pupil, recognising that unique interests or advanced capabilities may manifest differently at home than in the classroom.