

# Avon House School

## Avon House High Learning Potential and Talented Policy (Including EYFS)



**CELEBRATING & SUPPORTING  
EVERY CHILD**

**To be reviewed: July 2026**

<b>Review date:</b>	June 2025			
<b>Reviewed by:</b>	JL			

“A rising tide lifts all ships.”

*Dr Joseph Renzulli*

Creating a culture of high expectations, challenge and risk-taking will not only secure excellent outcomes for high potential learners but will benefit every learner by providing learning, teaching and experiences that raise achievement for all.

### **Our Philosophy**

“Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.” The staff at Avon House have a commitment to always provide a secure, happy, caring and respectful environment where a differentiated curriculum is delivered which ensures the needs of every pupil is met. The school endeavours to work in close partnership with parents and carers with the aim being to nurture the development of mutual trust, respect and confidence”.

### **Aims of this Policy**

- 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 High Learning Potential learners, to discover and try out new areas of interest.

### **What is High Learning Potential?**

The term ‘high learning potential’ to mean the same as the term ‘gifted’. There are other terms used to mean the same things, especially in education, such as ‘gifted and talented’, ‘exceptional’, ‘more able’ and ‘most able’.

The concept of what it means to be intelligent varies across different contexts and cultures, but the term ‘gifted’ or ‘high learning potential’ most often refers to an ability to understand information well, make quick analyses and use memory capacity to learn quickly. This ability is useful in academic pursuits as well as high level careers and creativity.

The most common definition of children with high learning potential is those individuals with cognitive abilities in the top 2-5% of the population. Cognitive ability, IQ or ‘g’ (meaning general ability in theories of intelligence) is made up of different types of ability and it is generally accepted that a score in the top 2-5% of the population in one of the broad areas of cognitive ability is sufficient to be considered high learning potential.

### **What defines a ‘Talented’ pupil?**

Talented pupils are understood to be those who ‘excel in specific areas, for example, music, art, design, drama, dance or sport’, thus possessing special ability, notable talent or aptitude in that particular field.

## Identification

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences.

- **Category A includes those who have high learning potential.** Category A is considered in conjunction with Dr. Linda Silverman's characteristics for the identification of pupils with High learning potential, which is shared later in the policy.
- **B-E those includes who are talented.**

A. Intellectual (aspects of English, Maths and Science).

B. Artistic and Creative (Art, Design, Music and Drama).

C. Practical (Design and Technology, Mechanical Ingenuity).

D. Physical (PE, Sports and Dance).

E. Social (Personal and Interpersonal, Leadership qualities, working with adults).

Whilst we acknowledge that every one of our pupils possesses talents that make them unique and valuable, it is important for us as educators to make a directed effort to provide for those pupils that have the potential to achieve significantly above the level usually planned for and expected of their age group in individual areas of learning.

## Means of identification of High Learning Potential

The Work of Dr Linda Silverman identified a set of characteristics for children with high learning potential. Children with high learning potential should display a majority of the following:

- |                                     |   |
|-------------------------------------|---|
| • Learns rapidly                    | • Perseverant in interests              |
| • Extensive vocabulary              | • Wide range of interests               |
| • Excellent memory                  | • Good at puzzles                       |
| • Reasons well                      | • Judgement mature at times             |
| • Strong curiosity                  | • Quirky or grown-up sense of humour    |
| • Compassion for others             | • Intense                               |
| • Vivid imagination                 | • Morally sensitive                     |
| • Long attention span               | • Prefer older companions and/or adults |
| • Concern with justice and fairness | • Keen observer                         |
| • Emotionally sensitive             | • Early or avid reader                  |
| • High energy level                 | • Highly creative                       |
| • Perfectionist                     |   |
| • Ability with numbers              |   |

It is important therefore to encompass a range of methods which looks beyond test results and teacher assessment and to ensure that opportunities are provided for pupils to reveal their abilities. These characteristics and *The Tripartite Model of Giftedness* (Appendix 1) are used to support professional discussion around the identification of pupils with high learning potential at Avon House alongside the following techniques:

- Analysis of information from reception assessments by the class teachers and SLT.
- Analysis of formative and summative assessments by the class teachers and SLT.
- Standardised and scaled scored tests.
- Ongoing formative assessment e.g. samples of pupils' work by class teachers, weekly tests and lesson outcomes.

- Teacher observation of social and leadership skills.
- Discussions, observations, and advice from subject coordinators, including PE and Music Leads.
- Consultation with pupils and parents regarding pupil achievements outside of school.
- Information received from previous schools.
- Analysing attainment data, including performance criteria in PE and the creative arts in order to identify those pupils who have the potential to reach high levels of performance.

In order to report accurately on the progress and attainment of pupils with high learning potential and talented pupils, each cohort is reviewed and updated regularly by the Inclusion Lead. Re-evaluation will take place each term. Therefore, it is not a foregone conclusion that an identified pupil will remain on the school's high learning potential and talented register for the duration of their time in school.

### **Classroom Strategies**

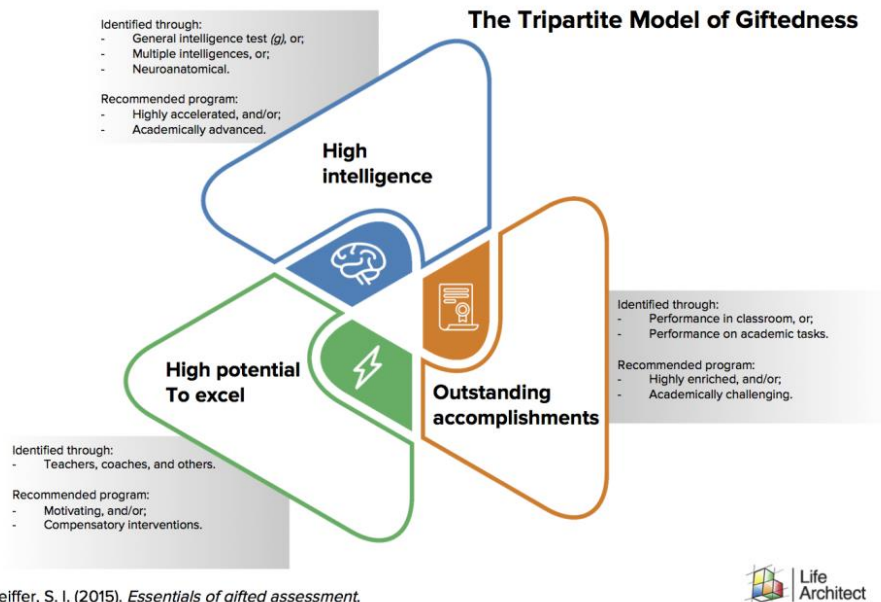
All adults in the school have a responsibility for pupils with Learning Potential. Within the curriculum, much of the provision for the more-able pupils will be in the context of their day to day classroom experience and opportunities for extra- curricular activities. Strategies include:

- Differentiated pupil target setting in maths, reading and writing.
- Enrichment and extension activities which add breadth and depth to the curriculum.
- Separate pupil groups where appropriate.
- Using detailed tracking records to assess children's ability to apply the objectives they have learned in new and complex ways.
- Providing problem solving and investigational activities to develop reasoning, questioning and thinking skills, including the use of 'NRich' to apply mathematical concepts.
- Identifying appropriate objectives and having explicit high learning potential activities identified in planning across the whole curriculum.
- Setting differentiated homework.
- Offering professional advice and signposting for parents seeking access to local extra-curricular activities, clubs and facilities to support a pupil meeting their high learning or talent potential.
- Targeting pupils based on their potential to endeavour that where possible, pupils' achievements match their potential ability.
- Ensuring that provision for pupils with high learning potential is child-centred, and values and utilises pupils' own interests and learning styles.
- Promoting and celebrating creativity and original thinking within the classroom.
- On occasion, pupils with high learning potential may act as a pupil expert to demonstrate and share their expertise with peers.

## APPENDIX 1

### The Tripartite Model of Giftedness

In identifying children and young people with high learning potential, we subscribe to Pfeiffer's Tripartite Model which chimes well with the inclusive practice favoured in the United Kingdom.



This means that we consider the following groups:

- High learning potential through the lens of exceptionally high intelligence.
  - IQ in top 4-5% (125) (there is no magic cut-off point that means a person is/isn't gifted, but with IQ above 4% there are some qualitative differences to a child's experience that can be attributed to asynchronicity).
- High learning potential through the lens of outstanding accomplishments:
  - Academic performance in top 2% in at least one area that includes reasoning (comprehension/concepts measures).
  - Usually at least above average IQ.
  - Top 10% (119).
  - Highly enthusiastic about learning.
  - Outstanding accomplishment in the creative arts, music, sport.
- High learning potential through the lens of potential to excel:
  - Those who have not been provided with the opportunity or intellectual stimulation to develop latent gifts. Not everyone starts out on an equal footing and IQ/achievement is impacted by: poverty, undervalued intellectual or educational activities, minority groups, language barriers, rural or overcrowded background, dangerous communities, parent with health/mental health challenges.
  - Recognised by teachers and others as bright or quick learners, hardworking, highly curious.
  - May not test well, IQ possibly as low as 75th - 84th percentile (110-115), achievement may also not stand out, identification of potential through characteristics/gifted rating scales as well as observations of teachers and others.
  - Identification infers that if life chances had been different, the child would very likely appear as one with high intelligence and/or high achievement. Furthermore, we understand and consider the

importance of motivation, drive, persistence, passion and creativity in enabling a child to utilise their abilities effectively

Reviewed August 2022 ND  
Reviewed August 2023 ND  
Reviewed August 2024 JL  
Reviewed June 2025 JL