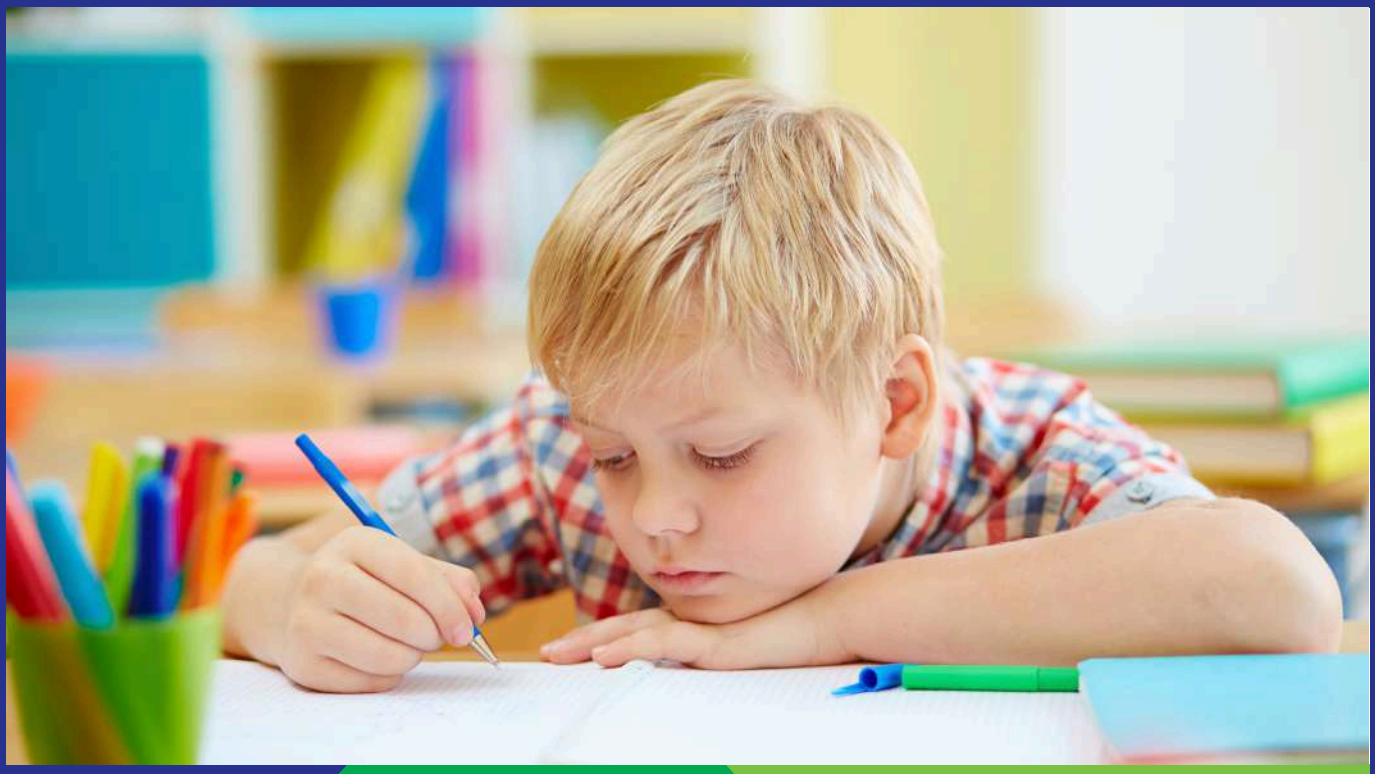
مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين



Higher Potential Learner Policy

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Higher Potential Learner (HPL) Policy

Document Information			
Created by:	Principal	Reviewed by:	Principal Vice Principal Inclusion Department
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Principal: Ahmed Nadhim Al-Talib Vice Principal: Nabil Khalfey Intervention Team: Sanya Suryani and Eman AlNaham			

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SECTION 1 Statement of Intent

ISCS is committed to affording maximum educational opportunity to every student, regardless of ability. Just as we remove barriers for students who need additional support, we are equally committed to stretching and challenging students who demonstrate, or have the potential to demonstrate, exceptional ability — ensuring that giftedness is identified early, nurtured deliberately, and never left to underachieve.

SECTION 2 Aims

- To continue to develop the high aspirations of all our students
- To embed further our high expectations of achievement for all students
- To help develop the skills and attributes we want our students to have
- To provide a fluid system of provision for students who have both realised and potential gifts and talents
- To provide a challenging and enriching education for our more able and exceptionally able students

SECTION 3. Rationale

This policy exists to push opportunity further — ensuring every student, whatever their starting point, has access to the challenge and stretch they need to excel. It is intended to enrich the existing culture of achievement at ISCS by providing opportunities for all students to develop their aptitudes, skills and interests, and reflects our conviction that inclusion means stretching every learner to their full potential, not only supporting those who face barriers.

SECTION 4 Definition

The International School of Creative Science adheres to the following definition of terms:

Higher Potential Learner (HPL)

HPL refers to a student who already performs, or has the capacity to perform, significantly ahead of age peers in one or more areas. The point of "potential" is that identification is not limited to current high grades.

A Higher Potential Learner is a student who:

- has one or more abilities developed **well ahead of their year group**, or
- has **clear potential** to develop those abilities if they are taught and challenged properly.

That can be:

- **academic / intellectual** — for example English, mathematics, science, languages
- **creative or artistic** — art, music, drama, design
- **practical or physical** — sport, athletic
- **leadership and social** — organising others, mature judgement, strong communication

A student may be HPL in **one** domain or across several.

SECTION 5 Identification

The key principles guiding identification of Higher Potential Learners are:

- Emphasis is placed on providing an appropriate, challenging and supportive environment, rather than on labelling any particular child
- Identification is a continuous process — some students are easy to identify at a very early age, while others emerge later
- The identified group should broadly represent the school's population

ISCS uses a range of criteria and sources of evidence to identify Higher Potential Learners, including:

- External assessments and standardised attainment tests, such as GL and CAT4 assessments. Thresholds for identifying Higher Potential Learners students:

-Cat4 Test: Achieves a mean equal to or greater than 119 in each battery indicator; verbal reasoning, non-verbal reasoning, spatial reasoning and quantitative reasoning.

-Numeracy test: Achieves greater than 95%.

-Reading-Age Test: Has a Reading Age of 2 years greater than Actual Age.

-Extra-Curricular: Attends external clubs and specialises in a sport/ subject outside of school at regional or National level.

-GL Progress Test: Achieves a Grade 9

- Information provided at all points of transition
- Subject-specific criteria for identifying the most able
- Staff recommendations and classroom observations
- Reading tests and checklists of characteristics
- Identification through classroom and extra-curricular provision
- Consideration of ability beyond core academic subjects
- Information from parents, carers and other outside agencies

SECTION 6 Provision

More able and exceptionally able students are taught in mainstream classes as part of a differentiated curriculum, with additional provision including:

- Extension and enrichment activities embedded within everyday classroom teaching
- Small-group or 1:1 challenge, mentoring and coaching where appropriate
- Participation in competitions, clubs, showcases and leadership opportunities
- Pastoral support from class teachers, form tutors or Heads of Year, recognising that exceptional ability can bring its own social and emotional needs
- Peer support, such as buddy or mentoring schemes
- Learner voice — feedback, one-to-one discussion, questionnaires and representation on the school council
- Partnership with parents and carers, whose voice is essential in ensuring gifted and talented students are understood, valued and included in the school community

SECTION 7 Roles and Responsibilities

The Vice-Principal

Leads the identification and monitoring of more able and exceptionally able students as part of the wider Intervention Team, and ensures this policy is embedded in the School Improvement Plan.

Class Teachers and Subject Specialists

Identify potential and realised ability within their classes, plan appropriately challenging and differentiated learning, and record this within their planning and the Intervention Register where relevant.

The Intervention Team

Meets regularly to review the effectiveness of provision for more able students, discuss points of action, and ensure appropriate in-house training and partnership opportunities are available to staff.

SECTION 8 Partnership with Parents

Effective partnership with parents is essential to the success of this policy. Parents are kept informed of the opportunities available to their child, invited to contribute their own knowledge of their child's interests and aptitudes, and encouraged to support enrichment beyond the school day.

SECTION 9 Monitoring and Review

ISCS maintains an action plan to support the implementation of this policy, with clearly identified monitoring and evaluation opportunities. The Inclusion Action Team reviews the effectiveness of provision for more able and exceptionally able students on an ongoing basis, and this policy will be reviewed annually by the Senior Leadership Team.

SECTION 10 Individual Challenge Plan (ICP)

Students identified as Higher Potential Learners have an Individual Challenge Plan. The ICP is the record of the stretch provided for that student. It is not an ALN Individualised Education Programme (IEP), and it is not a Learning Support Individual Intervention Plan (IIP). A student may hold an IIP for a support need and an ICP for stretch in another area.

The ICP is completed when a student is placed on the HPL register under Section 5. Identification evidence is recorded on the plan. That evidence may include a CAT4 mean or battery SAS at or above 119, a GL Progress Test stanine of 9, a reading age at least two years above actual age, subject attainment, teacher nomination, or evidence of regional or national level performance outside school. A score on its own is not the plan.

The plan names the area or areas of higher potential, the starting point, the challenge provision, and a small number of targets for the next six months. Targets add depth, complexity or independence. They do not add more of the same class work.

The class teacher and the HPL mentor complete the plan together. It is reviewed every six months and shared with parents. The review records progress, further stretch, support at home, and the next step: continue, deepen, broaden, adapt, reduce or exit the register for that area.

A blank ICP is provided at Appendix 1. Worked examples may be held by the Intervention Team and are not part of this policy.

SECTION 11 Monitoring of the ICP

The Intervention Team keeps the HPL register and checks that each identified student has a current ICP. The Vice Principal receives a summary at each six-monthly review: students identified, plans in place, reviews completed with parents, and students exited or moved to a lighter check.
The ICP is reviewed with this policy. The next policy review is July 2027.

APPENDIX 1 Individual Challenge Plan (blank)

Higher Potential Learners · Six-monthly parent progress and review. Complete only the areas that apply. This appendix may be copied for each student.

1. Student information

Field	Detail	Field	Detail
Student name		Year / class	
Date of birth		Class / subject teacher	
HPL lead / mentor		Date identified	
Review period	From: To:	Date of review	
Unique identifier		Gender / nationality	

2. Area of higher potential

Primary area(s): ☐ English ☐ Mathematics ☐ Science ☐ Arabic ☐ Wider curriculum ☐ More than one area

Strengths to stretch: ☐ Reading depth ☐ Writing craft ☐ Vocabulary / oracy ☐ Reasoning ☐ Problem solving ☐ Scientific enquiry ☐ Creative ☐ Leadership ☐ Other: _____

Brief description of the higher potential and the stretch required:

_____

_____

Evidence used: ☐ CAT4 ☐ PTE / PTM / PTS ☐ Teacher nomination ☐ Class attainment ☐ Student work ☐ Parent information ☐ Extra-curricular

CAT4, if used: Date _____ Mean _____ Verbal _____ Non-verbal _____

Quantitative _____ Spatial _____

GL Progress Test, if used: PTE stanine _____ PTM stanine _____ PTS stanine _____

3. Interests and how the student works best

_____

Works best when: ☐ Open tasks ☐ Choice ☐ Pace ☐ Collaboration ☐ Independent enquiry ☐ Mastery

4. Baseline / starting point

Area	Assessment / classroom evidence	Starting point
English		
Mathematics		
Science		
Arabic		
Wider		

5. Higher potential provision

Provision may include in-class challenge, a richer task, mentoring, enquiry, competition or leadership. It should not mean only more of the same work.

Area	Challenge / extension	Delivered by	Frequency	Duration / location
English				
Mathematics				
Science				
Arabic				
Wider				

6. Individual challenge targets

Set a small number of targets that can be reviewed within six months.

Area	Challenge target	Strategy	Success criteria	Progress
				☐ Not yet ☐ Developing ☐ Achieved
				☐ Not yet ☐ Developing ☐ Achieved
				☐ Not yet ☐ Developing ☐ Achieved

7. Six-monthly progress review

Area	Starting point	Current position	Progress
			☐ Exceptional ☐ Strong ☐ Secure ☐ Limited
			☐ Exceptional ☐ Strong ☐ Secure ☐ Limited
			☐ Exceptional ☐ Strong ☐ Secure ☐ Limited

Overall progress and impact:

_____

Evidence of progress: ☐ Assessment data ☐ Student work ☐ Enquiry / project ☐ Classroom performance ☐ Teacher observation

8. Impact in the mainstream classroom

Class / subject teacher comment:

_____

_____

Greater independence and depth: ☐ Consistently ☐ Often ☐ Sometimes ☐ Not yet

9. Student voice

What has stretched me most? _____

Something I am proud of: _____

Something I would still like to go further with: _____

10. Six-monthly parent progress review

Date shared / meeting held: _____ Progress discussed with parent: ☐ Yes

Key progress and achievements: _____

Areas for further stretch: _____

Ways to extend learning at home: _____

Parent comments: _____

11. Next steps

☐ Continue current challenge ☐ Increase depth ☐ Broaden provision

☐ Adapt provision ☐ Reduce formal HPL provision ☐ Exit the register for this area

Priorities for the next six months:

1. _____
2. _____
3. _____

12. Review and acknowledgement

Role	Name	Signature	Date

HPL lead / mentor			
Class / subject teacher			
Parent / guardian			
HPL / curriculum lead			

Next review date: _____