

High Potential Learner Policy

Ambassador International Academy

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Table of Contents

I. Rationale.....	3
II. Aims	3
III. Identification	6
IV. Provision Through Outside Agencies.....	10
V. Roles and Responsibilities	11
A. School Principal and Vice Principal:.....	11
B. Head of Phases (Head of Primary, Head of Secondary).....	11
C. Curriculum Coordinators (PYP Coordinator, MYP Coordinator, DP Coordinator, CP Coordinator) ..	11
D. Head of Inclusion:.....	12
E. Subject Leaders:.....	12
F. HPL Co-Ordinator:.....	13
G. All Teachers:.....	13
H. Parents:	13
I. Students:	14
VI. Monitoring and Review of HPL Provision	14
VII. Storing and Managing Information.....	14

I. Rationale

At Ambassador International Academy we believe that all students are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of high potential learners are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents and of providing opportunities to nurture them. We ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. We believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as high potential learner (HPL).

II. Aims

We aim to enable all our students to achieve high academic standards and therefore seek to:

- Identify HPL students using a data-based approach alongside a subject nomination system and to provide appropriate provision, both curricular and extra-curricular.
- Secure high-quality teaching and learning appropriate to the differing needs and aspirations of our HPL students and to foster an enthusiasm for learning through a varied program of curricular and extra-curricular activities.
- Ensure that each student achieves their academic potential and that all achievements, both curricular and extracurricular, are valued and celebrated.
- Recognise and celebrate students who continually demonstrate excellence in curricular and co-curricular activities

In our educational framework, **High Potential Learners (HPL)** are defined as students who exhibit exceptional potential across multiple domains, encompassing cognitive ability, creativity, and task commitment. These learners may not always be the highest academic achievers but demonstrate the ability to excel when provided with opportunities that nurture their intellectual curiosity, creativity, and intrinsic motivation.

We align with Renzulli's *Three-Ring Conception of Giftedness* (Renzulli, 2005), which emphasizes the dynamic interaction of three key components: above-average ability, creativity, and task commitment. This model recognizes that giftedness is not solely defined by high academic performance, but by the potential to perform exceptionally when the appropriate support and challenges are provided.

This definition resonates with the values of the International Baccalaureate (IB) and the Council of International Schools (CIS), both of which prioritize holistic education, inclusivity, and learner-centric approaches:

1. **Holistic Approach:** Renzulli's model supports the IB's philosophy of developing the intellectual, personal, emotional, and social capabilities of students. It recognizes that high potential is not just about cognitive ability but also about fostering creativity and perseverance.
2. **Inclusivity and Diversity:** Renzulli's framework is adaptable to various cultural contexts, acknowledging diverse forms of giftedness and aligning with CIS's commitment to fostering inclusivity and equitable opportunities for all learners.
3. **Student-Centered Learning:** Both the IB and CIS encourage student agency and self-directed learning, which aligns with Renzulli's emphasis on task commitment and personal interest, empowering students to take ownership of their learning journey.

By using this comprehensive definition, we aim to identify and support HPL students, offering them opportunities to develop their unique talents and abilities in an inclusive, growth-oriented environment.

III. Enhanced Provision for High Potential Learners

To ensure impactful and appropriate support for all High Potential Learners (HPL), AIA has established clear requirements for identification, the use of assessment and performance data, and three levels of enhanced provision across subject areas.

- **Level 1: High-Quality Teaching**

At this level, enhanced provision is delivered within the regular classroom. Teachers differentiate instruction to meet the needs of HPL students, in line with the IB's inquiry-based approach. Strategies such as tiered assignments, open-ended questioning, increased levels of challenge, and tasks requiring higher-order thinking (analysis, evaluation and creation) are used to deepen understanding and extend learning beyond the standard curriculum. This approach aligns with the IB Learner Profile and encourages students to become reflective, knowledgeable, principled and lifelong learners.

- **Level 2: Targeted Enrichment Programme**

Students identified as HPL receive supplementary enrichment opportunities beyond the standard curriculum. These may include special projects, independent study, enrichment clubs, subject-specific programmes, external workshops, competitions and other opportunities that allow students to explore areas of interest in greater depth or develop skills within a particular area of talent, such as mathematics, science, sport or the arts. This level provides more personalised and focused opportunities that respond to the student's specific strengths, interests and areas of potential, supporting continued progress and the development of expertise.

- **Level 3: Advanced Learning Plans and Wider Opportunities**

At this level, HPL students demonstrating exceptional ability or advanced potential may be provided with Advanced Learning Plans (ALPs) that focus on their individual strengths, areas for development and appropriate next steps. Provision may include accelerated or extended learning pathways, curriculum modification or compacting where appropriate, early entry to examinations, mentorship, access to specialist expertise, collaboration with external institutions such as universities, and participation in national and international competitions. Students may also be supported to qualify, trial or compete at national and international levels in their area

of expertise. The aim is to provide bespoke levels of challenge, progression and opportunity that enable students to maximise their potential and develop their expertise.

The three levels of provision are not necessarily sequential, and students may access different levels of support depending on their individual strengths, needs, progress and area of potential. Provision should remain flexible and responsive to ongoing assessment and evidence of student development.

IV. Identification

To ensure a consistent, equitable and accurate identification process, the school will use a range of identification methods and sources of evidence. No single assessment, score or nomination will be used in isolation. Instead, information from multiple sources will be considered collectively to build a holistic profile of the student and identify areas of high potential.

The school will draw on information from the following sources:

- Teacher and staff recommendations – supported by a general HPL characteristics checklist to identify students demonstrating indicators of high potential.
- School assessment data – including attainment, progress and patterns of performance across subjects.
- Standardised assessment data – including relevant GL assessments and other standardised measures used by the school.
- CAT4: Mean SAS 125+ or individual SAS 130+ in two or more batteries.
- Assessment Performance: Sustained high performance in GL assessments, NGRT (Stanine 9 / SAS 125+), and/or teacher assessments in English, Mathematics and Science.
- Student portfolios and work samples – including evidence of advanced thinking, creativity, problem-solving, subject-specific strengths and independent learning.
- Parental and family information – including information about the student's interests, abilities, achievements and areas of exceptional strength outside school.
- Observation and anecdotal evidence – including observations during lessons, extension activities, enrichment opportunities, clubs, competitions and other school experiences.
- Records of achievement – including academic awards, competition results, sporting

achievements, performing arts, creative achievements and other recognised accomplishments.

- Evidence of non-academic strengths and talents – including leadership, creativity, innovation, entrepreneurship, communication, collaboration, sporting ability and performing arts.
- Informal and formative assessments – including teacher-developed assessments, questioning, problem-solving activities and tasks designed to reveal higher-order thinking.
- Participation in enrichment and extension activities – including evidence of advanced engagement, rapid acquisition of new skills, intellectual curiosity, initiative and sustained interest.
- Team and group activities – observations of students' contribution, leadership, collaboration, problem-solving, creativity and ability to influence or support others.
- Student progress and learning behaviours – including evidence of rapid progress, independence, curiosity, perseverance, motivation and the ability to make connections beyond the taught curriculum.

Identification will consider both quantitative and qualitative evidence. The school will recognise that high potential may be demonstrated in different domains and may not always be reflected through standardised assessment scores. Students may therefore be identified as HPL based on a consistent pattern of evidence across one or more areas of strength, including academic, creative, sporting, leadership, social or other domains of talent. This process will result in an identified cohort of students. The school recognises that some students may be both high potential and have identified learning needs (twice exceptional learners). Identification and provision will take account of both strengths and barriers to learning. Identified students will be communicated across all teachers and parents/guardians and their progress will be monitored. The HPL identification panel consisting of the Head of Inclusion, HPL Coordinator and relevant Subject Leaders will review evidence annually and determine inclusion on the HPL register. Students may be added or removed following review of cumulative evidence.

Arabic Medium Subjects

In line with the school's commitment to recognising and nurturing high potential across academic,

linguistic, cultural and faith-based domains, students may be identified as High Potential Learners (HPL) in Arabic, Islamic Studies and UAE Social Studies. Identification will be based on a range of evidence, including academic attainment, teacher recommendations, classroom performance, leadership, creativity, competition participation and demonstrated potential.

Grade 3 to Grade 9: Students may demonstrate high potential through:

Academic Achievement:

- Consistently achieving 90% or above in Arabic, Islamic Studies and/or UAE Social Studies.
- Demonstrating advanced language proficiency, critical thinking and application of knowledge beyond age-related expectations.

Evidence of Excellence:

- Active participation and achievement in:
 - Holy Quran Recitation Competitions
 - Arabic Reading Challenges and Competitions
 - Arabic Creative Writing Competitions
 - Arabic Public Speaking and Oracy Competitions
 - Arabic Poetry Competitions
 - Arabic Spelling Competitions
 - UAE Social Studies Competitions
- Demonstrating outstanding leadership, communication and cultural awareness through school and community activities.

Grade 10: Students may demonstrate high potential through:

Academic Achievement:

- Sustained high attainment in Arabic and Islamic Studies.

- Consistently performing at an advanced level against curriculum expectations and assessment criteria.

Evidence of Excellence:

- Participation and achievement in local, national or international Arabic reading, writing, public speaking and cultural competitions.
- Participation and achievement in internal and external Holy Quran Recitation Competitions.
- Demonstrating advanced analytical and communication skills through coursework, projects and extended learning opportunities.

Grades 11 and 12: Students may demonstrate high potential through:

Academic Achievement

- Consistently achieving at the highest levels in IB Arabic Language and Literature, Arabic B, or Islamic Studies where applicable.
- Demonstrating advanced critical thinking, inquiry, communication and independent learning skills consistent with the aims of the IB Diploma Programme.

Evidence of Excellence

- Participation and achievement in Arabic reading, writing, debating, public speaking and cultural competitions at local, national or international levels.
- Participation and achievement in Holy Quran Recitation Competitions.
- Demonstrating leadership and contribution to the promotion of Arabic language, culture and heritage within the school and wider community.

Evidence for identification may include assessment data, teacher nominations, student portfolios, competition results, performance records, leadership opportunities, creative work, Quran recitation achievements and other evidence demonstrating exceptional ability or potential in Arabic language, Islamic Studies and UAE cultural studies.

The core mission of Ambassador International Academy is to provide all students with enriching educational experiences that empower them to discover and realize their full potential. Our curriculum is

designed to incorporate opportunities for both enrichment and extension, ensuring that every student can engage in meaningful, challenging learning experiences.

Differentiation is embedded in our curriculum planning through:

- Differentiation by outcome: Tailoring the expected results to meet the diverse abilities of students.
- Differentiation by task: Offering varied tasks that cater to different learning needs and strengths.
- Differentiation by pace: Adjusting the speed of instruction to accommodate individual learning tempos.
- Differentiation by resources/materials/equipment: Providing varied tools and resources to support diverse learning styles.
- Differentiation through instruction: Implementing a range of academic language to promote higher-order thinking and inquiry among students

We are committed to developing extension and enrichment materials that:

- Encourage personal expression and creativity.
- Foster imagination and innovative thinking.
- Address the developmental stage rather than strictly adhering to chronological age.
- Focus on the learning process over content acquisition.

Complementary to our curriculum, we offer:

- Differentiated homework to further support individual learning needs.
- Activities designed to enhance leadership and communication skills.
- Accelerated learning pathways for students ready to advance beyond the standard curriculum.
- A robust resource base dedicated to extension and enrichment activities, providing students with diverse opportunities to explore their interests and talents.

V. Provision Through Outside Agencies

We actively participate in Ministry- and KHDA-led programmes and initiatives, as well as national and international competitions and opportunities such as Model United Nations

(MUN), World Scholar's Cup (WSC), and AI and innovation programmes and competitions. Additionally, students who are identified as HPL and deemed eligible are supported to access international examinations and other advanced academic pathways, enabling them to extend their learning, develop their talents, and engage with opportunities beyond the standard curriculum.

VI. Roles and Responsibilities

A. School Principal and Vice Principal:

- Set the overall vision and strategic direction for HPL provision, ensuring it aligns with school goals and policies.
- Ensure adequate resources, staffing, and professional development opportunities are in place to support HPL programs.
- Oversee the progress of HPL students and ensure the effectiveness of programs through regular reviews, evaluations, and reports.

B. Head of Phases

- Oversee the implementation of the HPL program within their respective phases, ensuring that the provision is consistent and effective across year groups.
- Work with teachers and phase teams to support HPL initiatives, ensuring staff are trained and aware of how to cater to HPL learners.
- Regularly review the progress of HPL students within the phase and ensure interventions and opportunities are appropriate to meet their needs.
- Collaborate with curriculum coordinators and HPL coordinators to ensure seamless provision across different subjects and phases.

C. Curriculum Coordinators (PYP Coordinator, MYP Coordinator, DP/CP Coordinator)

- Ensure the HPL provision is integrated within the curriculum framework (PYP, MYP, DP, CP), aligning learning objectives with opportunities for HPL students.

- Design and promote inquiry-based learning, creative projects, and interdisciplinary opportunities that challenge HPL learners in the context of their curriculum.
- Collaborate with teachers, HPL coordinators, and heads of phases to ensure the curriculum supports and enhances HPL learning opportunities.
- Assist in the identification of HPL students through curriculum-based assessments and ongoing evaluations of student performance.

D. Head of Inclusion:

- Ensure that the HPL program is inclusive and accessible to all students, including those with diverse learning needs and backgrounds.
- Develop and implement support systems that accommodate the unique needs of HPL students, including those who may require additional resources or differentiated support.
- Work closely with the HPL coordinator and inclusion specialists to ensure that HPL provisions align with broader inclusion policies and practices.
- Provide training and raise awareness among staff about inclusive practices and how to support HPL students effectively within an inclusive framework.
- Contribute to the development and review of policies related to inclusion and gifted education, ensuring they are coherent and mutually supportive.
- Monitor the effectiveness of inclusive strategies for HPL students and advocate for necessary adjustments or resources to enhance their educational experience.

E. Subject Leaders:

- Establish a subject specific HPL plan of action within the context of the subject area;
- Identify HPL students in their subject area, and update the nominations on termly basis;
- Ensure that schemes of work make provision to stretch and challenge the HPL students;
- Monitor provision within their department for HPL students;
- To promote the use of the library /ICT for research and pleasure for all students but to have the scope to stretch and extend the most able.

F. HPL Co-Ordinator:

- Develop and implement the HPL policy and ensure the school provides appropriate opportunities for HPL students.
- Work with teachers to identify HPL students through assessments, observations, and data analysis.
- Provide or facilitate professional development for teachers to ensure effective differentiation and enrichment opportunities in the classroom.
- Serve as the point of contact for parents regarding HPL provision and maintain transparent communication on students' progress and opportunities.

G. All Teachers:

- Identify HPL students in the classroom based on their performance, creativity, and potential, referring them for further assessment.
- Modify instruction and curriculum to provide enhanced learning opportunities, including enrichment and extension activities, to meet the needs of HPL students.
- Foster a learning environment that encourages higher-order thinking, problem-solving, and independent learning for HPL students.
- Collaborate with the HPL coordinator, Head of Inclusion, and other staff to ensure that HPL students are appropriately challenged and supported across subjects.

H. Parents:

- To create a supportive home environment that fosters curiosity and exploration, providing access to resources that align with their child's talents and interests.
- To maintain open communication with teachers and the HPL coordinator, sharing insights into their child's strengths and interests and staying informed about their progress.
- To assist their child in setting realistic and challenging learning goals, encouraging perseverance and resilience in achieving them.
- To actively participate in school events, HPL programs, and parent-teacher meetings, demonstrating the value of their child's achievements.

I. Students:

- To actively participate in setting personal learning goals, identifying areas for exploration and excellence in collaboration with teachers and parents.
- To engage in regular reflection on their learning progress, identifying strengths and areas for improvement to stay motivated and focused.
- To participate actively in extracurricular activities, competitions, and other enrichment opportunities to further develop and showcase their talents.

VII. Monitoring and Review of HPL Provision

- The provision for HPL students will be reviewed on a termly basis by subject leaders & HPL coordinator.
- The HPL Teaching and Learning group will review the progress of key students as an agenda item at each meeting.
- Feedback from HPL students, parents, and teachers to continuously improve the HPL program and ensure that it meets the evolving needs of students.
- The subject leaders and Head of Inclusion will meet once a term to review the list and any underachievement.
- Our commitment to support the High Potential Learners is reflected in our School Improvement Plan.
- This policy and the success of the school's provision for the high potential learners will be reviewed half yearly by the Head of Inclusion/Subject Leader/HPL Co-Ordinator/Principal.

VIII. Storing and Managing Information

- The HPL register will be maintained centrally by the HPL Coordinator within iSAMs and reviewed termly with Subject Leaders and Heads of Phase.

****This HPL policy should be read in conjunction with the Inclusion policy.***