

High Potential Learner Policy

Ambassador International Academy Mankhool

Created: Jan 2026

Review Date	Reviewed By	Verified by	Uploaded / School Website
Jan 2027	Head of Inclusion	P / VP	

Table of Contents

I.	Rationale.....	3
II.	Aims	3
III.	Identification	5
IV.	Provision Through Outside Agencies	7
V.	Roles and Responsibilities	7
A.	School Principal and Vice Principal:	7
B.	Head of Phases (Head of Primary, Head of Secondary)	8
C.	Curriculum Coordinators (PYP Coordinator, MYP Coordinator, DP Coordinator, CP Coordinator)	8
D.	Head of Inclusion:.....	8
E.	Subject Leaders:.....	9
F.	HPL Co-Ordinator:	9
G.	All Teachers:.....	9
H.	Parents:.....	10
I.	Students:	10
VI.	Monitoring and Review of HPL Provision.....	10
VII.	Storing and Managing Information	11

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 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 his academic potential and that all achievements, both curricular and extracurricular, are valued and celebrated.
- Promote students that 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.

To ensure impactful support for all the High Potential Learners, AIAM states the following requirements, identification, use of data and three levels of enhanced provision in each subject area.

- **Level 1: High Quality Teaching**

At this level, enhanced provision occurs within the regular classroom, where teachers differentiate instruction to meet the needs of HPL students, in line with the IB's inquiry-based approach. Strategies like tiered assignments, open-ended questions, and tasks requiring higher-order thinking (analysis, evaluation, creation) are used to deepen understanding and extend

skills beyond the standard curriculum. This approach aligns with the IB Learner Profile, encouraging students to be reflective, knowledgeable, and principled learners.

- **Level 2: Targeted Enrichment Program**

Students identified as HPL receive supplementary enrichment opportunities outside of the standard curriculum. These may include special projects, independent study, enrichment clubs, or external workshops & competitions that allow students to delve deeper into subjects of interest or develop skills in a particular area of talent (e.g., math, science, sport and the arts). This level provides more personalized and focused learning that caters to the student's specific talents to further develop and progress proficiency and development.

- **Level 3: Advanced Learning Plans and Wider Platform (National and International competitions)**

At this level, HPL students with exceptional abilities are provided with personalized learning plans (ALPs) that focus on their unique strengths and development areas. This might involve accelerated learning pathways, early entry to exams, mentorship programs, or collaborations with external institutions like universities and the opportunity to compete in and trail for international level competitions across the world. The aim is to provide bespoke challenges and opportunities for the student to thrive in their area of expertise.

III. Identification

To ensure a consistent and accurate identification process, a variety of methods will be employed which can give reasonable information collectively. The school will take advantage of information about students from a variety of sources:

- Teacher/Staff recommendation - general characteristics checklist to be used to support staff referral;
- School assessment data
- Standardized assessment scores (such as GL assessment)
- CAT4 data (scoring 125 & above)
- NGRT
- Supporting Student Portfolios

- Parental information;
- Informal observations
- Anecdotal information especially relating to Performing arts/sports etc and during the extension activities
- Consideration of non-academic talents like leadership and creativity
- Self-nominations
- Records of achievement;
- Informal Assessments
- Team/group activities.

This process will result in an identified cohort of students. Determined learners could also be the high potential learners in each year group/class according to their academic ability or specific talents. Identified students will be communicated across all teachers and parents/guardians and their progress will be monitored.

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.

IV. Provision Through Outside Agencies

The Ambassador Group of Schools collaborates with the CTY John Hopkins to provide support for HPL learners through a diverse range of highly advanced programs. We actively participate in Ministry and KHDA-led programs and initiatives, as well as other national competitions. Additionally, we offer students the opportunity to enrol in international exams if they are identified and deemed eligible.

V. 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 (Head of Primary, Head of Secondary)

- 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 Coordinator, 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.

VI. 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 gifted, more able and talented students is reflected in our School Improvement Plan.
- This policy and the success of the school's provision for the gifted and talented students will be reviewed half yearly by the Head of Inclusion/Subject Leader/HPL Co-Ordinator/Principal.

VII. Storing and Managing Information

- HPL information is stored on the school management system (iSAMs) and complies with the school Data Protection Policy.

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