



ABLE PUPIL POLICY

Article 29: Education should develop each child's personality and talents to the full.

UN Convention on the Rights of a Child

Headteacher:

Ms. V. May

Chair of Governors:

Ms A-M Devlin

ABLE PUPIL POLICY

RATIONALE

The school is committed to enabling all children to succeed and we value all children equally. However, we recognise that there may well be children in our school, who display exceptional skills, knowledge or abilities, that deserve their fair share of resources and special care.

Able children may be the top performing 10% of their class in literacy &/or maths. They may be particularly talented in art, music, PE or any sport or creative art.

Pupils may be able in one area or be “all-rounders”.

AIMS

- To identify able pupils as early as possible – through parent interviews or class observations.
- To provide for individual needs - intellectual, social and emotional - encouraging special talents and aptitudes across the curriculum, by providing a range of learning opportunities
- To discuss provision with parents and/or pupils as appropriate and to make parents aware of abilities.
- To ensure that all adults working with able children are aware of their needs
- To keep Governors informed of any relevant matters relating to these pupils
- To adopt consistency of approach within the school
- To enhance self esteem in the children, celebrating and sharing success

With these aims in mind, provision for able children should be viewed as an aspect of provision for all children, as an integral part of equal opportunities for all our pupils.

IDENTIFICATION OF GIFTED AND TALENTED PUPILS

We employ a range of strategies for identification including:

- **Observations**
- Entry Profile
- School entry plans
- Foundation Profile
- Pupil Progress Meetings
- KS1 SATs

- Other assessments, for instance in mathematics, literacy, spelling, reading or science
- Children's work and performance in class
- Class teacher nomination
- Views of other teachers
- Views of pre-school leaders
- Views of parents
- Views of outside agencies

NEEDS OF ABLE PUPILS

We acknowledge that all pupils, including those identified as able, need to:

- Have a secure environment in which they feel happy to display ability and take risks
- Have a teacher who expects excellence not just competence
- Experience challenge, sometimes to the point of finding work difficult
- Relax and have fun
- Engage in exciting discussion and debate
- Have access to learning opportunities that recognise a range of learning styles
- Be given appropriate praise and set appropriate targets
- Know they can ask searching questions and will be given a considered response
- Know that "having a go" is more important, sometimes, than getting it right
- Be recognised as an individual with strengths and areas for improvement

STRATEGIES AND APPROACHES TO MEET THE NEEDS OF ABLE PUPILS

We believe that a suitable provision encourages breadth, depth, acceleration, independence and reflection through differentiation, extension and enhancement of the curriculum within the classroom. Withdrawal might happen on an occasional basis. We especially encourage independence of working.

It should also be borne in mind that, as a whole school, we maintain optimism about the learning capabilities of all children. Our strategies may include:

- The provision of appropriate, challenging and varied learning experiences, perhaps with goals beyond the class level
- Differentiation so that work can be taken in a personal direction, perhaps following individual interests and not always anticipated by the teacher
- Tasks which are open ended or demand problem solving, leading to more independent learning and pupil research, whilst encouraging quality response not quantity
- Negotiation with the pupils, leading to more responsibility and decision making by them
- Provision of material to extend and stimulate them, which may include special resources

- Flexibility in routes of learning, which makes allowance for leaps in activities or different starting points
- Use of learning resources outside our school such as the Junior School, local libraries, informed parents or Governors, advisory teachers, specific interest groups or enhancement courses (acknowledging that these are generally for mainly older children)
- Extended use of ICT
- A variety of grouping arrangements in class and an emphasis on collaborative group work
- Developing organisational, questioning and thinking skills
- Having to explain to or teach another by peer tutoring or using a pupil's expertise to help deliver the curriculum
- Extra curricular opportunities
- Additional or different work for home

We acknowledge the importance of higher order thinking skills such as analysis, synthesis and evaluation, particularly with gifted and talented pupils, and this colours our whole provision, including planning, teaching and questioning.

EXCEPTIONALLY GIFTED AND TALENTED PUPILS

Occasionally, a pupil is assessed as exceptionally gifted and/or talented. Such a pupil will be identified as such and may be included in an exceptionally able register, so that all may be made aware of his/her needs. Such a pupil will be included within the responsibilities of the SENCO.

RESPONSIBILITIES

The Special Needs Co-ordinator has responsibility for co-ordinating the provision for exceptionally able pupils. This will include:

- Ensuring that all adults working with such children are aware of their needs
- Encouraging use of appropriate practice
- Maintaining the exceptionally gifted and talented pupils register
- Liaising with and advising colleagues
- Contributing to in-service training of staff and Governors when appropriate
- Liaising with outside agencies when necessary
- Liaising with other Schools as necessary before transfer
- Keeping up to date with developments in the teaching of able pupils and local provision on offer
- Encouraging good home/school liaison

All teaching and support staff have a responsibility to:

- Be fully aware of the school's Policy regarding able pupils
- Be fully aware of the needs of individual pupils with whom they are involved

Class teachers have a responsibility for putting this Policy into practice.

INVOLVEMENT OF PARENTS

We consult with and involve parents of all children in educational provision. In addition, we will endeavour to support parents in seeking out available opportunities out of school for further extension and enrichment activities with exceptionally gifted and talented pupils, when thought appropriate.

REVIEW OF POLICY AND PROVISION

This Policy will be reviewed regularly in line with our other policies.

Able children, as a group, will be monitored through our target setting, cohort tracking and other National results.

This policy will be reviewed 2 yearly.

Signed
(Chair of Curriculum Committee Governors)