



St Peter's Church of England (VC) Primary School

Policy:	Addressing the Needs of the More Able Child
Owner:	Strategy Team
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Signed:	
Notes:	

As a Rights Respecting School we recognise Article 6 'Every child has the right to life' and Article 15 'Every child has the right to meet with other children and to join groups and organisations' from the UN Convention of the Rights of the Child.

We believe at St Peter's Church of England Primary School that we should provide for children of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.

All pupils will be given opportunities to achieve the outcomes that are key to well-being in childhood and later life. All pupils will be entitled to opportunities, which enable them to maximise their potential, achieve success in their work and relationships and encourage them to value their own and others achievements.

The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them and more able pupils will be given opportunities to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities.

The document outlines our practice for working with the most able pupils and illustrates our commitment to them. We believe that every teacher and co-ordinator has an equal responsibility for identifying and supporting these concerns

Definition

The more able pupils at St Peter's Church of England Primary School Aylesford are those that have unusually high ability in one or more areas of the curriculum but not necessarily in all. We always aim to identify and then nurture and help improve the talents of the more able children within their own particular area. Children can have a particularly strong ability in various different areas including in their own personal and social development. Children that have the potential to achieve at a higher level than the majority of their peers **will** be challenged and encouraged in all areas within academic subjects and will be described as 'academically **more** able'. Whereas any children who have the potential to achieve exceptional performance - representing around 0.5% of the population nationally and capable of PIP scores >70 or CATS scores of 135 - will be described as 'gifted'.



Identification

We have established procedures for the identification of the more able; any children who enter a year group as exceeding from the year before will be identified as more able. The school will also identify children through the analysis of information from baseline assessments, cognitive tests, standardised and scaled scored tests, ongoing tracking assessment, teacher observation and discussion with the child's parents.

Characteristics to look for

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- Think accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve or show potential, in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be an outstanding leaders or team members
- Be fascinated by or passionate about a particular subject or aspect of the curriculum.
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught.

It is important to recognise that not all highly able pupils are obvious achievers. Many actually under achieve - their potential is masked by factors such as frustration, low self -esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations.

To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils. We are also aware of the need to ensure that particular groups are not under-represented.

Whole School Strategies

Whole school strategies that are currently available are;

- Differentiation of the curriculum to the learning needs of the individual.
- Enrichment and extension activities which add breadth and depth to the curriculum.
- Accelerations where appropriate.
- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates.
- Class assemblies
- After school clubs to extend the curriculum further.



- Private instrument lessons

Classroom Strategies

We acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work which can be demotivating. We are also alert to the pupils who are very able but underachieving. Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- Provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- Identify appropriate objectives and have explicit more able activities across the whole curriculum.
- Encourage all children to become independent learners and discerning questioners by organising their own work, carrying out unaided tasks which stretch their capabilities, making choices about their work, developing the ability to evaluate their own work and so become self-critical.
- Establish what the children have done previously in order to prevent repetition.
- Provide challenges through high quality tasks for enrichment and extension.
- Differentiate appropriately and plan work so that there is extension material for the more able children.
- Ensure pupils achievement match their potential ability, taking into account the schools' performance data as well as information about its own pupil tracking.

Monitoring

Monitoring will take place by;

- All teachers are involved in identifying able children annually as a whole school process.
- All teachers will assess the progress of pupils through normal classroom practice and whole school termly assessments.
- Additional monitoring is done by individual subject coordinators to ensure that the whole school curriculum meets the needs of the able, gifted and talented.
- The assessment coordinator also analyses and collates the results of national and school-based tests, which provide valuable information for future planning.
- Lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school.