



South Bersted CE Primary Able Pupils Policy

| | |
|--|--|
| Web and/or Internal | Internal |
| This policy should be reviewed every | Every three years |
| Policy approved by Governors | Spring 2021 |
| Date of Review | Spring 2024 |
| Member of staff responsible | Business Manager |
| Policy created by | WSSC Model Policy, personalised |
| Signed by Chair of Governors and/or Headteacher | |

At South Bersted CE Primary School our vision states that our child centred curriculum enables all learners to recognise and achieve high standards, pupils are encouraged to embrace challenges and become life-long learners. In order to fulfil this vision, we recognise that able pupils have particular educational needs which must be met in order to realise their potential. We are committed to developing this potential within a caring and challenging environment and recognise that successful provision for able pupils is often linked with an increase in the general level of expectation for all pupils.

AIMS:

- To recognise the needs of more-able pupils within a framework of equal opportunity
- Create a vibrant, stimulating, happy place where *all* pupils become highly motivated confident learners.
- To adopt an individualised approach to enable pupils and meet their academic, social and emotional needs,
- Enable children to enjoy making new discoveries,
- Develop resilience and perseverance to enable children to take risks in their learning,
- To recognise potential in all areas of school life and all subjects,
- To work in partnership with parents/carers to help them promote children's learning and development
- To make use of links with other schools and the wider community to enhance learning opportunities
- To provide this within a caring, Christian ethos.

DEFINITION

More able pupils are those pupils who show a marked aptitude in one or more curriculum areas or show outstanding leadership and social awareness. We recognise that children may have outstanding general ability or specific talent in a wide range of areas including:

- Physical talent
- High intelligence
- Mechanical ingenuity
- Acquisition and command of language
- Outstanding leadership and social awareness
- Creativity

IDENTIFICATION

We aim to identify pupils with outstanding abilities in a wide range of areas and do not discriminate against SEND, Pupil Premium or EAL children. We recognise that a child can be more able in a range of academic areas and do not dismiss any vulnerable groupings. A variety of methods are used to identify able pupils such as: -

- Focused observations and monitoring by the class teacher,
- Observation of other members of staff,
- Information from tests/ assessments,
- Children working above ARE (Age Related Expectations) in core subjects,
- Monitoring pupils who achieved a 'Exceeding' at EYFS and 'Greater Depth' at the end of KS1,
- Information from parents and peers.
- Freeman 1998, identifies characteristics of high ability learners (CfBT Education Trust: Research Paper, Developing a Gifted and Talented Strategy, UK Based Evidence 2009)

| TABLE 1: Characteristics of High Ability Learners (Freeman, 1998) | |
|--|---|
| He or she may: | |
| <ul style="list-style-type: none"> • Be a good reader • Be very articulate or verbally fluent for his/her age • Give quick verbal responses (which can be cheeky) • Have a wide general knowledge • Learn quickly • Be interested in topics which one might associate with an older child • Communicate well with adults – often better than with his/her peer group • Have a range of interests, some of which are almost obsessions • Show unusual and original responses to problem-solving activities • Prefer verbal to written activities • Be logical • Be self-taught in his/her own interest areas • Have an ability to work things out in his/her head very quickly | <ul style="list-style-type: none"> • Have a good memory that he/she can access easily • Be artistic • Be musical • Excel at sport • Have strong views and opinions • Be very sensitive and aware • Focus on his/her own interests rather than on what is being taught • Be socially adept • Appear arrogant or socially inept • Be easily bored by what he/she perceives as routine tasks • Show a strong sense of purpose or leadership • Not necessarily appear to be well behaved or well liked by others. |

| TABLE 2: Freeman's View of Indicators of High Aptitude in the Early Years |
|--|
| 1. Lively minds |
| The most noticeable feature of gifted children is the liveliness of their minds. This comes across in many ways, especially in their delight with words. Even as toddlers they're usually very quick to spot tiny differences and catch on to unusual associations between ideas. |
| 2. Awareness |
| Gifted little ones use their radar brains to seek and absorb information, sometimes catching your meaning before you've reached the end of your sentence. They copy other people's behaviour and learn fast from the experience. Sometimes they seem quite grown up, although genuine maturity will come later. |
| 3. Ability to learn |
| A keen appetite for learning, making one wonder where clever children get all their knowledge from: they seem to absorb it from everywhere – television, people's conversations, the air! |
| 4. Independence |
| The clever toddler takes pride in what they can do. Even in their first few days at proper school, they're usually outstandingly independent and competent, though some get a shock when they find all the others working at a very much lower level. Some develop special interests even at nursery school, though these might change. By the time they reach primary school, they may be really beginning to know their way around a subject. (See also: www.joanfreeman.com .) |

If a child is identified as Greater Depth or Exceeding at a key phase (EYFS or Early Years) this is tracked using pupil progress meetings, book looks and observations to ensure that child is maintaining their potential.

PROVISION

More able pupils should be offered support, challenge and opportunities in all aspects of school life. Opportunities for curriculum enrichment (adding breadth) and extension (adding depth) will be provided. Able pupils' levels of achievement are taken into account in curriculum planning.

In the classroom the teacher will provide for more able pupils by:

- the differentiation of tasks and/or provision of extension activities within the weekly planning, children will not be accelerated into the next year groups objectives; and will instead follow a 'standard' curriculum but to a different depth. This is achieved through the provision of more complex resources and materials but especially through tackling more challenging questions and tasks, which require higher levels of thinking and greater breadth and depth of knowledge.
- the use of questioning techniques which encourage higher order thinking skills
- enabling able pupils to work with others of like or similar abilities
- offering opportunities for independent learning
- planning activities to develop higher order thinking skills

RESPONSIBILITIES

A register of more able pupils will be kept by the Inclusion Co-ordinator (InCo) and this will be reviewed termly. Class Teachers will communicate the strengths to the pupil's next teacher/school in order to facilitate suitable provision for that pupil by passing on general and subject specific evidence (check lists, work etc.)

The InCo will be responsible for the implementation of this policy.

MONITORING

The progress of all more able pupils is monitored during the half termly Pupil Progress Meetings and by class teachers on a daily basis through their formative and summative assessments, in line with the school's assessment policy.

Subject Leaders will monitor provision for and work of all children identified as able pupils, in their particular curriculum areas.

This policy is monitored by the, Head, Deputy Headteacher and InCo.