

Long Sutton Primary School

Able Child



Introduction

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as very able or talented.

On average nationally 20 per cent of children are 'able', with strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes in to account the needs of children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

Aims and Objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children.
- enable children to develop to their full potential.
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently.
- Inclusive.

Identification of More Able and Very Able Children

In these guidelines the term 'able' refers to a child who has a broad range of achievement at a high level, consistently scoring at one level (2 years) or more above that expected for a child of that age. The term 'very able' refers to those who have a broad range of achievement at an exceptionally high level, consistently scoring at 1.5 levels (3 years or more) above that expected for their age. Those children who are able or very able often have very well-developed learning skills but we also recognise that some able children do not always show their ability in written work. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

We use a range of strategies to identify able and very able children. The identification process is ongoing and begins when the child joins our school.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test and track individual progress regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of learning.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3,4 and 5. Teachers also make regular termly assessments in each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and records this in the cohort assessment file. The Headteacher and Class Teachers meet termly to discuss tracking and monitor progress. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress towards the end of the year.

Aptitudes in English and Mathematics Assessments

Able and very able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation
- use research skills effectively to synthesise information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary and enjoy working with words
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion

Able and very able children in mathematics are identified when they:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to hypothesise and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways

Teaching and Learning Style

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning

Children meet a variety of learning strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the able and very able learner.

We offer an enriched curriculum catering for all individual needs, learning styles, abilities and talents.

We also offer a range of extra-curricular activities for our children. These activities offer able and very able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. The school will do its utmost to give every opportunity to further develop talented children both through diversity in the curriculum and with extra-curricular provision.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management Strategies

The Headteacher co-ordinates the provision and practice within the school for more able and very able children. The co-ordinator's role includes:

- ensuring that the able and very able register is up to date
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by able and very able children across all curriculum areas
- regularly reviewing the teaching arrangements for able and very able children
- monitoring the progress of able and very able children through termly discussions with teachers
- supporting staff in the identification of able and very able children
- providing advice and support to staff on teaching and learning strategies for able and very able children
- liaising with parents, governors and LEA officers on issues related to able and very able children

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body.

The monitoring includes feedback with parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

The co-ordinator collects samples of work from able and very able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of able and very able children.

The Able Child Register

The school keeps a register of able children. Children are entered on to the register when they are assessed by the Class Teachers to be consistently meeting the identification criteria. If subsequent results show a drop in performance to below the identification criteria, the ABCO would investigate the reasons for this and evaluate the situation. In general, a child would not be removed from the register except in very exceptional circumstances.

This policy will be reviewed on a regular basis.
The Able Child Co-ordinator is Lynn Martin.

Signed: Headteacher

Signed: Chair of Governors

Date of Review:

Date of Next Review: