

More Able Children Policy

1. General rationale:

All pupils have abilities, gifts and talents and we seek to develop the potential of every learner. However, within the school, we have children who are More Able. In general terms up to about 10% of each school cohort is to be viewed as More Able and as such will benefit from activities that enrich and extend their learning. We recognise the importance of identifying a wide range of abilities and talents and of providing opportunities to nurture them. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy.

2. Aims:

The school aims:

- To use a broad range of qualitative and quantitative data to identify the most able pupils.
- To recognise those pupils who may have potential, but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for our most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of the most able.
- To provide opportunities for pupils to identify and develop a unique profile of learning dispositions and to develop effective thinking skills.

3. Definitions:

At Baines Endowed School we use the general term 'most able' to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

Talented children are those with a particular ability in art, music, sport or the performing arts.

Able children are those with the potential to achieve at a higher level than the majority of their peers in the 'academic' subjects.

Gifted children are those of exceptional performance representing around 0.5% of the population nationally, capable of PIPs scores > 70 or CATs scores > 135.

There is amongst More Able children a range of excellence:

- **Linguistic** – (facility with language)
- **Mathematical/Logical** – (reasoning, organisation, calculation, abstract and structured thinking)
- **Visual/Spatial** – (ability to think in pictures/mental images, use movement to assist learning)
- **Musical-Auditory-** (skill with rhythm, pitch and musical patterns)
- **Kinaesthetic-** (physical skills, hand-eye co-ordination)
- **Interpersonal-** (skill in communicating, leadership, sensitivity to others)
- **Intrapersonal-**(self-awareness, self-motivation, self-directing)
- **Natural-** (skill in the natural sciences)

4. Identification and Monitoring:

The school is aware that in identifying More Able children there can be an enormous range in the extent of outstanding ability;

- A small number of children may be outstanding in many areas of ability;
- Many have high ability across a narrow range;
- Some are outstandingly able in one of these aspects of ability.

A range of strategies is used to identify more More Able children. We aim to include teaching staff, support staff, parents and carers when assessing children. This may include:

- Information from parents and carers;
- Information from previous teacher, school or pre-school;
- Discussion with pupils;
- Peer nomination;
- Identification by staff using professional judgements, quality of class work and assessment tests. (More detail can be found in the Assessment Policy.)

A child who has been identified as gifted, able or talented will be put on the AGT list by the class teacher. The area of ability and the provision made to meet it will also be recorded. The register is monitored by the AGT Coordinator and reviewed twice a year.

The school is aware that there is a particular need to identify More Able children who may be underachieving. The variety of assessment strategies used within school give a range of data that enables staff to identify such children. All teachers are aware that the divergent thinker may not present the neatly produced work or standard response of the conventionally high attainer and in standardised tests may be disadvantaged. We seek to identify the pupils whose ability may be hidden behind untidiness, disorganisation, lack of concentration and perhaps reluctance. Three characteristics typify underachievement:

- Low self-esteem
- Academic avoidance
- Poor study habits.

5. Provision:

Organisational approach:

Opportunities for extension and enrichment form an integral part of our planning.

Enrichment- consists of providing extra materials at a deeper or more complex level, or providing challenging questions, which help further pupils understanding of a topic or subject. This gives horizontal flexibility to the curriculum. An advantage of this is that he/she stays with their teaching group.

Extension – consists of enabling children to move through the curriculum at a faster rate than normal. This gives vertical flexibility to the curriculum. An advantage to the pupil is that he/she can make rapid progress.

We recognise that children learn in different ways- visual, auditory, kinaesthetic – and that the teaching of higher order thinking skills is of benefit to all pupils, but will particularly benefit Able, Gifted and Talented children. Within school we have worked to introduce dedicated thinking skills time and plan for dilemma-based learning.

Classroom based:

Within the classroom we aim to provide for our able pupils by:

- Having high expectations;
- Planning to support all types of learning styles;
- Providing extension /enrichment opportunities;
- Grouping by ability;
- Differentiating through input, output, task, resource , support, pace, homework, dialogue;
- Using high order questioning;
- Using small group work;
- Seeking help, where necessary, from colleagues.

School based

- School clubs – netball, football, rounders, cricket, art, dance and games.
- Music – school choir and band. Pupils have the opportunity to learn to play a wide range of musical instruments; including through the Lancashire Wider Opportunities Scheme.

Out of school activities

- Sporting competitions;
- Inter school quizzes;
- Liaison with local High Schools; including booster groups.

6. Personal and Social:

As a school we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person. We are sensitive to the particular difficulties some Able, Gifted and Talented pupils face in relationships with their peers. We want our pupils to believe it is "Cool to be clever" and to strive to achieve their full potential. We want our staff to feel confident in offering appropriate levels of challenge for our most able pupils.

7. Staff development:

We aim to raise awareness of the more able child by:

- Keeping up to date with resources;
- Cascading information;
- Providing inset training.

8. Monitoring:

It is the role of the co-ordinator to:

- Support the staff in the identification and monitoring of Able, Gifted and Talented pupils;
- Keep up to date with information about resources and services and to share this information with colleagues;
- Encourage the development of suitable enrichment and extension opportunities;
- Liaise with the named school governor;
- Monitor that policy informs practice;
- Review the policy document.

This policy was reviewed by B. Leah January 2017

Next review date October 2017

Reviewed November 2017

This policy has been agreed by:-

_____ (Head teacher)

_____ (Link Governor)

Date: _____

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Baines' Endowed School Thornton

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Policy

