

## Forres Sandle Manor (Academic) Policy

Policy Title	Able Child
Policy Lead (Appointment (& Initials))	Able Child Co-ordinator (CA)
Date of Last Review	January 2020
Date of Next Review	September 2021

### ABLE CHILD POLICY

#### **GENERAL RATIONALE**

We believe in the development of the whole child, and that every individual student should have the opportunity to fulfil their potential. As a school we are committed to promoting achievement and raising standards, to providing an environment which encourages all children to develop her or his talents and abilities to the full. We aim to provide a rich education for children of all abilities, and take pride in and celebrate their success. We recognise the need to promote appropriate opportunities to cater for the most able in our community, including those children with an additional need. Our approach is inclusive, recognising a child's right to a broad and balanced curriculum. We believe that academically able and practically talented children need support, guidance and encouragement. We believe in the provision of a rich and varied menu of appropriate activities within and beyond the classroom.

#### **AIMS**

We aim to promote and encourage:

- All teaching staff to contribute to the identification of able children.
- Recognition that these children require appropriate challenge in their curriculum. Able children may have distinctive needs that may require modification of the curriculum.
- Effective and planned programmes incorporating schemes of work that embed extension and enrichment as well as learning tasks that are relevant, enjoyable and extend conceptual structures.
- Appropriate methods of assessment matched to the abilities and needs of the able student.
- Development of the particular educational, social and personal needs of our most able children.
- Opportunities for children to excel beyond the classroom.
- Making the most of the wider community to enhance learning opportunities.
- Effective assessment and monitoring of progress and achievement of the able cohort.
- Provision for able children with additional special educational needs.
- Raising staff awareness of the strategies available to them.
- Create a positive climate for learning throughout the school for all pupils.

## **DEFINITIONS**

The term 'most able' is intended to refer to the upper end of the ability range in one or more of a range of areas. Within this group some children may also be developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

Specifically, this policy relates to:

- Children who demonstrate a level of ability in one or more areas sufficient to place them into the highest achieving cohort of our school population.
- Children who have a broad spectrum of high ability when benchmarked against national norms.
- Children who have a particular skill and ability in areas such as Art, Music, P.E, Drama, IT etc.
- Student who might be outstanding leaders or team members.
- Children who experience difficulties in formal assessment who have displayed some outstanding level of understanding, depth of interest or untapped potential in an area.

These pupils may also:

- Have high ability but low motivation.
- Have good verbal but poor written skills.
- Have high ability but find it difficult to channel it.
- Be high achievers but have poor social skills.
- Have covert ability.

A register will be kept of all children who are identified as able.

## **IDENTIFICATION**

Children will be identified in number of ways:

- Test results and ongoing assessments.
- Teacher observation within the classroom.
- Specialist teacher identification.
- Observations of others in different settings e.g. teachers, parents, visitors, pastoral staff, peers.
- Educational psychologists 'reports.
- Learning Centre's identification of able children who have SEN.
- Performance in investigative situations.
- Identification by previous school.

## **REGISTRATION**

Children who have been identified as being our most able are entered on to the school register. A copy of the register will be made available to all staff. The register will be updated regularly by the Able Child coordinator. Teachers are expected to refer to the Able Child register for the following academic year.

- Pupils identified as more able in Year 2 and below will be noted but not included on the official register.
- Those identified as more able (or those with *exceptional* individual talents) will be added to the Able Child register from Year 3 onwards.
- If a child's name is on the register, their progress and attainment will be tracked and staff will endeavour to provide appropriate challenge.
- As part of the on-going yearly review, pupils may be added or removed from the Able Child register.

## PROVISION

Opportunities for extension and enrichment are built into all our schemes of work.

Classroom provision:

- **Task:** Pupils may be given different tasks based on what they already know and can do. Tasks may be differentiated in terms of difficulty or degree of challenge.
- **Outcome:** Pupils may work on the same task but the teacher has different *expectations* for what they will achieve.
- **Pace:** Pupils may be given a common task but are given different lengths of *time* to complete it.
- **Resources:** Pupils may be given a common task but work with a range of different resources, some of which require a greater level of reading or research skills.
- **Input:** Pupils may be given the same task but some will have more detailed instructions, whereas others may have only minimal guidance.
- **Information:** Pupils may be set a common task but the kind of information they work with and the texts they use may be different, with some pupils being expected to handle more complex information and concepts.
- **Choice:** Pupils may be given choice in what tasks they undertake or how they handle the content of the learning task.
- **Open-ended tasks:** Pupils may work on a task for which there is no particular right answer or outcome and each is then free to explore different approaches.
- **Alternative ways of recording:** Pupils may be encouraged to record their work in a variety of ways, some of which may require a higher level of imagination, performance or skill.
- **Role:** Pupils may work on the same task but each is given a particular role, some of which are more demanding than others, including the task of teaching a skill or process to others.
- **Grouping:** Pupils may have a common task but are grouped according to ability and expected to perform at a level appropriate to their ability. Pupils may be withdrawn if appropriate. Scholarship workshops are offered.
- **Questioning:** Pupils may use a range of higher order thinking skills in order to facilitate creative thinking and encourage challenge.
- **Homework:** Pupils may be set different kinds or amount of homework according to their abilities and interests.

## **SCHOOL BASED PROVISION ENRICHMENT AND EXTENSION**

We value the opportunity to provide whole school activities and invitation-only activities which promote and celebrate the full spectrum of pupils' abilities.

- **Clubs:** We encourage and support a wide range of after-school activities, which provide pupils with opportunities to demonstrate and develop their abilities and talents.
- **Whole School or Year group challenge:** As part of our aim of 'challenge for all' children may have the opportunity to take part in organised activities across the school or a specific year group.
- **Workshops/learning experiences** may be provided for those children who have been identified as able. Those who may have been identified as underachieving are invited where appropriate. Workshops may be age/stage specific or cross phase and may take place in or out of school.

## **BEYOND SCHOOL PROVISION**

- **Links with the wider community:** We draw on the wealth of expertise available in the wider community to extend and enrich the provision for all pupils, including the most able. We also take part in national events. Heads of Department offer subject specific opportunities for excellence outside school.

## **REVIEW**

Able Child Co-ordinator meets with Heads of Faculty to review performance of those on the Able Child register with regard to increased expectations and the provision being made. Lower School pupils are reviewed by Lower School staff.

## **ORGANISATIONAL ISSUES**

- Where appropriate, the most able children will be set by ability. Where subjects are taught by form group, staff ensure in their planning that appropriate challenges are provided for these children. Overall planning for subjects should show evidence of such challenges.
- In routine lesson observations, there will be an expectation that teaching should provide for an appropriate challenge for all pupils.
- Subject co-coordinators should ensure that, where there is a need, appropriate resources are available for teachers to provide extension materials for able children.
- Where support is made available through additional staffing, teachers should give due regard to the needs of the most able in respect of this support.

## **CONTINUOUS PROFESSIONAL DEVELOPMENT**

All staff should feel confident in working with the most able pupils. Therefore, the school provides opportunities for development and discussion. Members of staff are encouraged to attend courses and seminars as and when available. In addition, the school takes advantage of specialist teacher expertise or events that may be available.

## **RESOURCES**

The school will endeavour to make full use of:

- The special skills of individual members of staff.
- The use of visiting experts.
- The support of parents.
- The school library.
- Specialist activities.
- Technology.

## **ROLE OF ABLE CHILD CO-COORDINATOR**

- Coordinate identification process.
- Provide resources, workshops, attend relevant courses and co-ordinate provision within the classroom.
- Keep abreast of current thinking.
- Forge relationships with children identified and engage with on a regular basis.
- Assess and review progress of pupils and quality of provision.
- Maintain a register of able children and ensure that appropriate records are kept.