

# **Draft policy for the further development of able children**

## *Statement of Intention*

Education in our school should provide for children of all abilities. Children deserve an education that encourages them and motivates them to achieve their full potential.

The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them.

Opportunities must be offered to enable the more able pupils to develop fully their abilities within the context of the spiritual, moral, social and cultural framework of the school.

## *Which Pupils? A school definition*

- Those pupils who demonstrate in one or more areas ( not necessarily academic curriculum) abilities which place them into the highest achieving 20% of our school population and would benefit from an effective and planned differentiation programme.
- Those pupils who have a broad spectrum of high ability when viewed against national norms.
- Those pupils who have a particular skill and ability in discrete areas e.g. art, maths, music, P.E. etc.

Exceptionally able pupils ( top 2%) may have very distinctive needs that may require a significant modification of the curriculum.

## *Aims*

To promote and encourage:

- Recognition that the more able 20% of pupils require appropriate differentiation.
- Identification of these children.
- Appropriate assessment of their abilities and needs.
- Development of their spiritual, moral, social and cultural experiences at a level appropriate to their abilities.
- The awareness of learning tasks that are relevant, enjoyable and extend conceptual structures.
- Staff training and awareness.
- Parental support.
- Links with other agencies that may help the development of these particular pupils.

## *Approach to identification and assessment.*

It is expected that a child will be identified as able by their classteacher or in the case of extracurricular activities, by parent or other adult.

Evidence of particular skills may need to be confirmed by a subject specialist or adviser outside the school.

Evidence can include:

- A comparison of learning behaviour with the peer group
- Language acquisition
- Fine and gross motor skills
- Moderation of work by other members of staff
- Referenced testing
- SAT and teacher assessment

Teachers who identify specific children in the 2% band should inform the co-ordinator for Able Children – Mrs I Dugher. The governor with special responsibility is Mrs C Browning

## *Role of the Co-ordinator*

Responsibilities will include:

- Monitoring early identification – pupils from other schools, new intake etc
- Arrangements for identification within school
- That all staff involved with identified children know of their particular needs and are encouraged to make provision for them.
- Updating colleagues on best practice or new initiatives as they arise
- The development of extension and enrichment material
- The monitoring of progress made and reviews of individual children
- The recruitment of help or expertise as required

## *An approach to provision at classroom level*

The classroom should offer a carefully structured positive atmosphere in which the contribution made by **all** pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered.

Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged.

Teachers should also demonstrate good questioning techniques.

An inventory of good practice within our school:

- Full class teaching - in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Setting – by social groups, ability groups or mixed aptitude groups
- Withdrawal – to create an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social or skill based needs
- Enrichment – Visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical/ specialist language etc
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes.
- Differentiation – matching tasks to ability
- Challenge – introducing elements of competition with older pupils or wider arena than peer group. Also competition against self is important – clear targeting.
- Problem solving and investigation – to develop reasoning and thinking skills

## *Outside school*

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- The special skills of individual members of staff
- The use of visiting experts
- The schools library service
- Specialist clubs and societies
- The McAuley pyramid
- National Associations
- The Internet

## *Review Procedure*

This draft policy will be expected to reach its final stage by Easter 1999 and will then be open to a yearly review by the senior management team and a full staff meeting.

Particular attention will be paid in the first review to:

- Identification and assessment issues
- Parent and outside involvement
- Good classroom practice.

**Staff attention is drawn to the Doncaster Policy and Guidance for Schools in responding to More Able Pupils file ( BRIGHT YELLOW!)**

**This is a much more detailed document, which gives practical advice on curriculum management and issues and has been used alongside inset material in order to produce this draft policy.**