

Able Pupils Policy



17th March 2023
Next review date: 17th March 2025

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This policy should be read in conjunction with the *Quality of Education Policy*, subject policies and the following:

Assessment Policy	Health and Safety Policy
Behaviour Policy	Home Learning Policy
Charging and Remissions Policy	Safeguarding and Child Protection Policy
Early Years Foundation Stage Policy	Inclusion Policy
Equality and Community Cohesion Policy	E-Safety Handbook

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

Belmont Primary School is committed to providing appropriate educational provision for all our pupils. We aim therefore, to provide a curriculum that is appropriate to the needs and abilities of all children in the School, including the most able. We seek to develop the individual talents of all our children, but acknowledge that a proportion of pupils display particular ability in relation to their peers in one or more areas of the curriculum. They may be academically gifted or show exceptional talent in an area such as sport, music or art. We plan our teaching and learning in such a way as to provide challenge and opportunity for each child to achieve the highest level of personal achievement.

1.1 Aims and Objectives

We aim to ensure that we:

- enable children to develop to their full potential;
- challenge and extend children through their learning activities;
- motivate and stimulate children intellectually;
- offer children opportunities to generate their own learning
- foster the development of higher order thinking and independent, creative approaches to learning;
- value children's individual gifts and talents.

2. Identification and Provision for Able Pupils

2.1 Definition

The term 'Able Pupils' in the context of this Policy refers to children who excel in one, or generally more, key areas of the curriculum.

In the core subjects or Computing, children identified as Able Pupils are performing at an exceptional level for their age group, as compared to their peers at Belmont but also children nationally. Such children are within the top 5-10% nationally, although at Belmont more than 10% of the year group may show this level of ability. Children who are particularly gifted may be operating at levels well above their chronological age, in the top 2% of the ability range nationally. These children demonstrate intellectual curiosity and higher order thinking.

The term also refers to children whose special ability is not necessarily academic i.e. those who show particular talent in the areas of music, PE or art and design. These are children who perform in one or more of these areas at an unusually high level for their age group, showing particular understanding and aptitude in learning and creatively applying new skills and techniques. Identification of ability in these areas is made in a number of ways and it is important that there is evidence to support judgements. This evidence may include achievement on locally or nationally recognised schemes e.g. Royal College of Music examinations, gymnastic awards or achievement in local or national competitions where children's ability can be judged alongside those of the same age e.g. football tournaments, art competitions.

2.2 Identification

Able Pupils are likely to display some or all of the following characteristics:

2.2.1 Language and literacy (English and/or native language see section 9.2)

- 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.

2.22 Mathematics

- 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.
- recognise and make use of patterns, connections and relationships;

2.23 Science and Computing

- regularly exhibit higher order skills to analyse, evaluate and synthesise information;
- are creative and flexible in their approach to challenges and problems;
- recognise and make use of patterns, connections and relationships;
- explore how equipment and resources can be used more effectively.

2.24 Music

- have a strong sense of rhythm, melody and musical timing;
- recognise and understand musical forms and patterns;
- reproduce sounds, tones, tunes and rhythms accurately;
- create and/or compose music (singing, instrumental performance);
- have a memory for melodies and musical accompaniments.

2.25 Sport and PE

- learn new sports with ease;
- are well-coordinated and have good motor skills;
- are able to perform complex physical movements;
- choose and use effective techniques and strategies.

2.26 Art and Design:

- show aptitude for artistic techniques, construction and design;
- show awareness of space, pattern, layout;
- visualise details and perspectives;
- are creative in their approach to visual puzzles and understand how things fit together.

2.3 Provision for Able Pupils

Class teachers cater for children's needs and abilities through carefully planned and differentiated tasks and opportunities where children can develop higher order skills and take leadership roles within on-going class activities and a suitably challenging curriculum. Carefully chosen classroom resources and targeted extra-curricular activities (see section 8) also support the development of this group of pupils.

Children are given opportunities to progress through their work at a personalised rate of learning and more able children may be catered for through:

- common activities that allow children to respond at their own level;
- extension activities that broaden learning in a particular skill or knowledge area;
- individual/group activities within a common theme that reflect a greater depth of understanding and higher level of attainment;
- mixed ability group activities where a role/roles within the group require particular skills (e.g. conductor in musical composition, leader in sports activity, editor in compilation of a magazine);
- specific activities at a higher level with additional adult guidance and input provided by school staff
- activities at a higher level provided by specialists e.g. professional artist or sports coach

2.31 Home Learning

Each term the children are given a list of suggested subject specific activities connected to their topic e.g. Fighting for Survival (Year 2) and The Tree of Life (Year 4). These activities have links with all areas of the curriculum and give opportunity to reinforce learning whilst providing opportunity to extend learning. Children are asked to choose their own tasks, encouraging creativity and

independence. These activities allow opportunity to demonstrate a range of lifelong skills that embrace individual interests and talents.

3. Resources

Teachers ensure that learning materials are appropriate for very able and gifted and talented children. In English and mathematics, children make use of resources matched to the appropriate National Curriculum level, which encourage a depth of learning across the breadth of the subject. Additional resources e.g. to extend higher order thinking skills and promote creative thinking or investigation, are available centrally.

4. Learning Environment

See Quality of Education Policy.

5. Planning

Able Pupils in Years 1 to Year 6 in core subjects are planned for during lessons with group or individual differentiation shown on the class and group plans and with resources matched to the learning objectives. In foundation subjects, planning for each unit includes activities to provide challenge for talented children, e.g. talented children may demonstrate and explain a technique to others in gymnastics, compose using tuned percussion instruments whilst others use non-tuned instruments or evaluate a piece of their own artwork against that of an established artist.

6. Assessment

In the Early Years Foundation Stage, children's progress is carefully monitored in relation to the objectives for children within this age range. Children undergo baseline assessment within the first half term of joining our Nursery and Reception classes. This gives information about their developing skills and aptitudes across each area of learning and is used when planning for individual needs. Subsequent assessments, supported by staff knowledge and observations of the children, as well as information from parents, enable the School to measure progress and to identify children's potential. Additional information is provided through analysis of the Early Years Foundation Stage Profile, which is completed at the end of the Reception year and enables comparison with children of the same age locally and nationally. Assessment information is passed to the Year 1 teachers to inform their planning and is shared with parents.

The School acknowledges that children progress at different rates and children's early experiences are likely also to influence their attainment in their first few years of school. As children progress through the School, we assess them regularly both formally and informally to ensure that they are making the progress that we expect. We also use this information to help identify very able children who may show particular strengths at a later stage or join the School after the Early Years. Identification of academic ability is always supported by evidence from levelled assessments which enable benchmarking with other children locally (where data is available) and nationally. For all assessments we compare results against previous attainment, in order to ensure that each child is making appropriate progress.

7. Cross-Curricular Opportunities

Able pupils often show particular aptitude or ability in more than one area of the curriculum, although this may not be the case. Cross-curricular opportunities enable children to develop and apply their skills in a range of contexts.

8. Enhancing the curriculum

We offer a wide range of extra-curricular activities within and beyond the school day. These activities offer Able Pupils the opportunity to extend their learning further in a range of activities. Opportunities include music lessons and clubs. Clubs encompass sports activities, the creative arts, science and other activities such as chess and cookery. Whilst many clubs are for children of all abilities, there are

particular opportunities for more able children to compete as members of a school team, perform solos, represent the School in competitions etc. Financial support is available to parents on low incomes so that no child is disadvantaged by his/her family circumstances.

Some private secondary schools provide enrichment opportunities for gifted and talented children. Such opportunities include debating competitions, maths challenges and puzzle days. There are inter-school sports competitions, sometimes leading to involvement in events such as the London Youth Games, and opportunities for children to join Hounslow orchestras and music groups and perform with other local schools at public venues such as the Royal Festival Hall.

Information can also be made available to families about enrichment activities out of school hours that may be suitable, such as community orchestras and sports clubs. Information from parents regarding their child's achievements and involvement in extra-curricular activities outside school is valuable in ensuring that the School is fully aware of the extent of children's talents.

9. Inclusion

9.1 Special Educational Needs and Disability

It may be that a child with a particular ability in one area has a special educational need or disability in another. It should also be noted that some able children may not show their abilities and talents in ways we expect them to. Some children with special abilities may withdraw into a world of their own, exhibit poor social skills, show poor motivation, disguise their ability to avoid peer group jealousy, not present their work legibly or have communication difficulties. Thus it is important that a range of methods are used both to identify and to cater for exceptional ability. For example, teachers may note children who communicate their understanding very well orally but not in writing and make provision for alternative ways of recording e.g. using a laptop. Children's progress and performance are continually assessed and adjustments made where necessary, e.g. to a child's working group, the level of adult support or the teaching style employed, to ensure achievement at appropriate levels

9.2 English as an Additional Language

It may be that a child's academic ability is not readily identified due to his/her relatively poor English language skills and he/she is unable to demonstrate high attainment within conventional assessments. In this instance, a range of evidence will be taken into account such as parental information, records from previous schools, aptitude and attitudes for learning and information from speakers of the child's native language.

Furthermore, the School believes that bilingualism is to be valued as a special achievement and that it can be educationally enriching and have a positive effect on intellectual performance. We value the mother tongue of our children and support them in maintaining their own languages as much as possible.

10. Health and Safety and Safeguarding

See Quality of Education Policy.

11. Roles and responsibilities

In addition to the responsibilities outlined in the Quality of Education Policy, the designated leader for Able Pupils has responsibility for:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across all curriculum areas;
- reviewing the teaching arrangements for gifted and talented children in conjunction with the Head Teacher;
- monitoring the progress of gifted and talented children through termly discussions with teachers and classroom observations;
- supporting staff in the identification of Able Pupils;
- providing advice and support to staff on teaching and learning strategies;
- identifying and purchasing suitable resources to promote higher order skills and enable teaching to appropriate levels;

- responding to local and national initiatives to promote the achievement of Able Pupils;
- working in partnership with other schools locally to ensure a range of suitable opportunities;
- identifying and nominating children for activities offered externally for gifted and talented children;
- liaising with parents on issues related to their children.

12. Policy Review

This Policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement committee for curriculum policies.