



Trent CE Primary School

Highly Able Policy

September 2015

Aims:

- To identify children with special abilities in all areas of learning including those who we feel are under achieving
- To support, challenge, stimulate and stretch these children in their learning
- To provide opportunities for children to demonstrate their knowledge in a variety of ways
- To work with parents in meeting the special educational needs of these children
- To make links with other schools or agencies involved with good practice in challenging gifted and talented children
- To recognise that there are children who are talented in areas outside the formal curriculum
- To support teachers in challenging the more able

Definition of a highly able child

"Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range." Professor Deborah Eyre, Director of the National Academy for Gifted and Talented Youth.

By 'highly able' we mean children who demonstrate a significantly higher level of ability or abilities than most pupils of the same age at a particular point in time. Our most able pupils (around 10% in a given subject) will be working at least one whole level above age expectations in linguistic, and/or mathematical and/or logical/scientific areas of the curriculum. They may demonstrate outstanding abilities in art, dance, drama, music or sport.

Identification of a highly able child

Identification of highly able children will be through informal and formal methods.

- Day to day observation and assessment for learning (including the quality of the child's verbal & written responses in class)
- Through the sharing of certificates in our Good Work /Behaviour Assemblies
- Notification by parents/peers/outside providers or agencies, particularly where extra curricular activities are involved.
- Assessments including; Foundation Stage profiles, Key Stage SATs and optional SATs and classroom assessments where children are a whole level or more above their peers.

Strategies for provision

We believe that by providing a challenging and enriched curriculum for all pupils, we meet the needs of those who are highly able whilst maintaining an education that is broad, balance and appropriate to the age and stage of general development of that child.

We aim to provide opportunities through:

- A positive learning environment with rich provision
- Using higher order questions (Bloom's Taxonomy)
- Using creative thinking strategies
- Using problem solving
- Awareness of multiple intelligences
- Dynamic teaching – the higher group may not with be with the rest of the class for input – but working instead at their own level
- Pupil conferencing allowing discussions between adults and children
- Response to marking time
- Godly Play (called 'Reflect and Respond' at Trent)
- Personalised learning through Assessment for Learning
- Access to resources such as First News Newspapers
- Staff access to NACE resources and competitions
- Regular visits and visitors to the school.
- Flexible use of time to allow children more time to work at a deeper level where appropriate
- Participation in Sports competitions, music, dance and drama festivals
- Sharing ideas with families at parent consultations etc
- Specialists e.g. Maths , Drama, Dance, Performance Poetry and Art experts and after school clubs (varied from year to year)
- Visits to local secondary schools to participate in enrichment activities.

Use of data analysis

Data is analysed termly and gaps scrutinised. Anomalies are examined. The Inclusion & Assessment Coordinators hold termly progress meetings with class teachers to discuss every child to evaluate and develop provision.

Pupil interviews are regularly held with the class teacher and also the Inclusion Coordinator where the more able children reflect on what and how they learn and what would help them to progress further.

More able children with Special Educational Needs and Disability (SEND)

Some children who may be more able may have motivation, resilience, behaviour or social skills difficulties or special needs. We support these children with opportunities at school and inform their families of any opportunities outside of school that we know of.

Differentiation

We endeavour to consistently challenge our more able in every lesson.

We differentiate in many ways, including by giving more time to the more able complete activities in greater depth, setting children off to work whilst the teacher is still explaining to other pupils, perhaps with a Teaching Assistant etc.

Enrichment

We explore and establish enrichment opportunities to ensure pupils have access to additional challenge outside the classroom.

We aim to increase pupils' independence and access to resources through school clubs, residential visits (Cuffley Camp, France and Kent). Enrichment Opportunities which may include: Music, Sport, Science challenges, Art and Cookery Clubs, Chess Club, School Council, and general challenges which are displayed around the school.

Pupil Premium Pupils

We closely examine our data to identify and support pupil premium pupils who may not otherwise have access to enrichment activities out of school. Our Family Liaison Officer (FLO) supports these children to access school competitions and clubs more easily. We have teacher and TA time allocated to support Pupil Premium children. Pupils/parents are made aware of any opportunities and activities offered within the school, which may support and extend the highly able child. Some limited funding may be available.

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