



ST. EDWARD'S CATHOLIC PRIMARY SCHOOL

ABLE CHILD POLICY

**Through God's Grace
We Grow And Learn**

This policy was updated Spring Term 2019

St. Edward's is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Introduction:

This policy covers the children at the school who are working above age-related expectations.

At St. Edward's we aim to provide a curriculum that is appropriate to the needs and abilities of all our children

We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement regardless of race, religion, colour, gender, disability, ethnic or national origin.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and development into active and responsible adults.

Definition

The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, but who does not perform at a very high level across all areas of learning. At St. Edward's we use the terms 'very able' and 'more able' for children who, at national level, are referred to as 'gifted and talented'.

The top two per cent of our children are 'very able' i.e. outstanding in one area or a range of areas.

About ten per cent of our children are 'more able' with a strength in one area or a range of areas.

Aims and Objectives:

Through this policy we aim to:

- ensure that we recognise and support the needs of our 'very able' and 'more able' children;
- enable our children to reach their full potential;
- offer children opportunities to plan and direct their own learning;
- ensure that we challenge the children through the work that we have set them;

- encourage children to think and work independently.

More able and very able children will not normally be taught outside of their own class grouping; we recognise the need to broaden and widen their learning, attaining "mastery" rather than simply moving them 'upwards' and also recognise the social needs of the child.

The Role and Responsibility of Teachers

- To plan carefully to meet the learning needs of all our children
- To give all children the opportunity to show what they know, understand and can do.
- To provide:
 - a common activity that allows children to respond at their own level;
 - an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - the opportunity for children to progress through their work at their own rate of learning;
 - to prepare a Personal Learning Plan (PLP) for all very able children with targets appropriate to their ability and potential.

The Role and Responsibility of the Special Education Needs and Disability Coordinator (SENDCo)

The SENDCo will co-ordinate the provision and practice within the school for more able and very able children. Their role includes:

- ensuring that the more able and very able register is up to date;
- monitor children's PLPs;
- monitoring teachers' planning and teaching to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for the more able and very able children;
- liaising with parents and governors on issues related to more able and very able children;

Able Child Register

A register will be maintained recording the names of those children identified as more able and very able. Personal Learning Plans (PLPs) will be written for those children identified as "very able," and therefore requiring differentiation beyond that required of the top group in the class. Children will be placed on the "very able" register for one year and after that time their needs will be re-assessed; at times they may then come back into the top group in class and no longer require personal learning plans.

A child may be placed on the register for general ability or for one specific area; they may be identified as able for any subject area or for one aspect of a subject e.g. dance, gymnastics.

Monitoring and Review

This policy will be monitored regularly by the co-ordinator along with the rest of the staff. It will be reviewed every 3 years, or earlier at the request of the Head Teacher or Governing Body.

Appendix to Able Child Policy

Identification of more able and very able children:

We use a range of strategies to identify more able and very able children. The identification process is on-going and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

In Foundation, the Foundation Stage Profile is used to develop children's learning and independence in these areas of learning:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding of the World

Children are assessed within the first 2 weeks of starting school. This initial assessment aims to find out where they are in their learning and to scaffold future learning through structured play and adult led activities.

As children progress through the school they are assessed regularly to ensure they are making the progress expected of them. Children are assessed through baseline tests, end of term assessments, APP assessments for Literacy and Numeracy, and the Read Write Inc assessments.

Children undertake national tests in Year 6 and optional national tests in years 2. Teachers make regular assessments of each child's progress in all subjects of the National Curriculum. This information is used both to ensure that each child is making appropriate progress and to help identify those who are performing well above the expected levels for their age group.

Aptitudes in English and Mathematics:

More able and very able children in Literacy are identified when they:

- 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;
- use a range of stylistic features such as: precise vocabulary, metaphors, similes, personification and higher order punctuation (dashes, semi-colons, brackets and colons).

More able and very able children in Numeracy are identified when they:

- 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 way