



Able Child Policy

INTRODUCTION

This policy sets out how we meet the needs of more able children at Froxfield School.

The policy reflects the expertise of staff within the school. It also reflects the commitment of the school to support able children. It is underpinned by our core Christian Values of love, courage and respect. We encourage all children to have respect for each other and the courage to try new things.

AIMS

- ❖ To use a wide variety of methods to identify and recognise ability and potential across all curriculum areas.
- ❖ To support the abilities and personal qualities of all children.
- ❖ To ensure that all children receive an education appropriate to their abilities.
- ❖ To provide teaching for all children which makes learning challenging and enjoyable.
- ❖ To foster higher order thinking and questioning skills.
- ❖ To recognise children who are not sufficiently challenged and ensure the level of challenge is raised.
- ❖ To stimulate children through extra-curricular activities and through curriculum enrichment.
- ❖ To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- ❖ To train staff and to provide for these aims to be achieved.
- ❖ To compile and annually review a Register of More Able Children.
- ❖ To encourage ambition in all children by providing a range of opportunities and developing a culture of high expectations.
- ❖ Within our 'Growth Mindset' culture, celebrate the achievements and milestones of all children in all areas.

DEFINITION

Able children will be performing well above their physical/actual age in:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- sport

RECOGNITION

The following methods will be used to identify more able children:

- ❖ standardised tests / formal assessments
- ❖ teacher observation and assessment
- ❖ checklists
- ❖ background knowledge
- ❖ the expertise of the co-ordinator in supporting the judgement of the teacher
- ❖ parent information

No one single method can be entirely accurate. The school seeks to provide an enriched curriculum for all children. Through this it is possible to identify the more and most able and provide further opportunities to enrich learning and challenge children.



CHALLENGE

More able children need to be challenged. The role of the teacher is vital in challenging the thinking of the able child.

Opportunities to challenge and enrich learning are provided by all teachers as part of their standard planning and provision (i.e. extension tasks, depth learning, independent activities, activities that promote and challenge thinking).

Working with others of like ability is vital. This can be made possible by varying the groupings used. It is usually possible to address the needs of these children within the appropriate year group. However, there may occasionally be times when it will be appropriate for children to work with older children, through curricular activities and considerate, flexible groupings. Such variation will aim to facilitate activities requiring higher order thinking skills.

In addition, all children, including the more able, have thinking books and are actively encouraged to carry out activities from the Thinking Box which cover different aspects of thinking skills. More able Children may also act in a coaching or mentoring role with other children. In years 5 and 6, all children also work on independent, self-elected projects throughout the year, and are motivated and challenged by their own choice of subject to develop their organisational, presentational and research skills.

Where possible, extra-curricular opportunities are provided to enhance provision for able children. These may include:

1. Club activities
2. Activity days and Master classes, often within our local cluster
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists, musicians and authors.
5. Opportunities to compete against others on a inter-school / county / national level

CO-ORDINATING AND MONITORING

The following people can support this through regular reviews:

1. Headteacher/Able child Co-ordinator
2. Co-ordinator for PHSE.
3. Teachers and Teaching Assistants.
4. Governor with responsibility for More Able Children.

REVIEW AND DEVELOPMENT

Each year the school draws up a register of More Able Children in each year group. The Headteacher keeps this list under review. The progress of these children is closely monitored. Progress of able children is discussed during Pupil Progress Meetings each term.

SECONDARY TRANSFER

The school liaises with local secondary schools to provide information on More Able Pupils.

SUPPORT

The school is able to access support through the Local Authority and NACE (National Association for Able Children in Education).

Review Cycle:	Bi-annual	Next review:	October 2019
Approver:	Signed:	Approver:	Signed:
Chair of SDG		Headteacher	
	Date:		Date:

