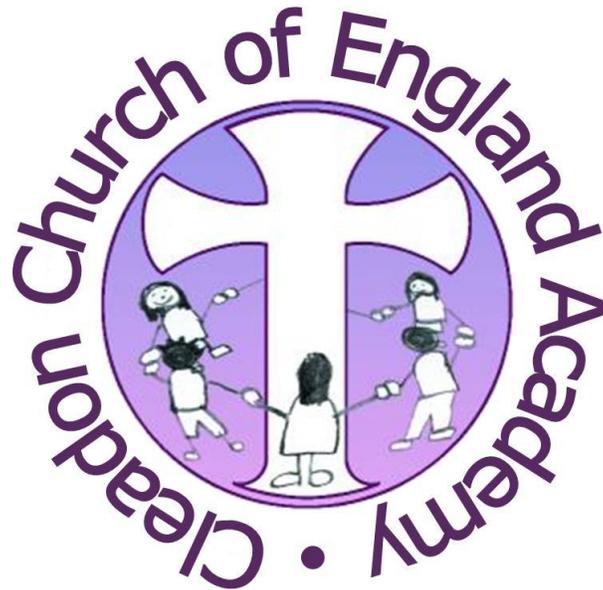


Cleadon Church of England Academy



More Able Child Policy

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Adopted by Governing Body:
Policy agreed on: 17th November 2015
Date of Next Review: Autumn Term 2018

More Able Child Policy

Introduction

The mission statement of our Academy talks of valuing the individuality of all our children. The aims of our Academy make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and exceptionally able children.

We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. All children have abilities, personal qualities and talents, which parents and teachers need to identify, nurture and develop. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our Academy who have been identified as 'more able'. We believe that provision for the more able child is equally as important as the provision for any other child.

More Able pupils are those who achieve, or who have the ability to achieve, at a level significantly in advance of the average for their year group in their Academy. This could be identified in any of the areas of:

- Physical talent
- Artistic talent
- Mechanical ingenuity
- Leadership
- High Intelligence
- Creativity

In our Academy the term "exceptionally able" refers to the tiny minority of pupils who are capable of functioning at a level several years beyond their chronological age group.

We respect the right of all children in our Academy, 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 eventual development into active and responsible adults.

Aims and objectives

Through this policy we aim to:

- recognise the different needs of our most able pupils, including those who coast, are underachieving, have special educational needs, which may be hidden or masked by their ability, and those from ethnic minorities.

- ensure each more able child receives an appropriate education to meet their needs and allow them to meet their full potential.
- provide appropriate opportunities to stretch and challenge the skills and talents of our most able pupils, including opportunities to generate their own learning.
- recognise the social and emotional needs of our most able pupils and support them as part of our policy. These could include poor risk taking skills and perfectionism.
- have a Academy environment which positively supports our most able pupils, actively encouraging questioning and challenge, independent work, creativity and higher order thinking skills.

Identification of more able and exceptionally able children

We use a range of strategies to identify more able and exceptionally able children. The identification process is ongoing and begins when the child joins our Academy. Each child's pre-Academy 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.

Children undergo a Baseline Assessment within the first few weeks of joining our Reception classes. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the Academy, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and exceptionally able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Children undertake national S.A.T.s in Years 2 and 6. In all other year groups, teachers make regular assessments of each child's progress in all subjects of the National Curriculum, using performance descriptors and end-of-year expectations. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress. If appropriate, outside agencies such as the Educational Psychologist may also become involved.

Each teacher regularly reviews and records the children's progress. Teachers discuss the children's progress with parents at the twice-yearly consultation evenings, and report annually on each child's progress in July.

As levels have been removed, it is now more difficult to outline the expected performance of the Most Able pupils. However, as all children are expected to achieve mastery of the curriculum, Most Able pupils will be those who achieve

mastery and are then able to exceed end-of-year expectations by applying these skills to add depth to their learning. They will be able to apply skills across the curriculum and out of context.

Identification Methods

- Teacher nomination
- Reports from previous settings
- Test results/teacher assessments
- Pupil's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer/self nomination
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

Assessment methods

- Teacher observation
- Benchmark tests/assessments - end of key stage tests, sample papers etc
- Cognitive Abilities Tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

An initial guide for the identification of more able/gifted and talented pupils

Look out for the child who:

- learns more quickly than others
- has a very retentive memory
- has a wide general knowledge and interest in the world
- is exceptionally musical
- excels at sport
- creates three dimensional working models
- has an advanced moral and social awareness
- is a born leader
- is original, imaginative and creative
- enjoys problems solving, often missing out the intermediate stages in the process and making original connections
- is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on the topic
- has an unusual hobby, such as astronomy or the study of hieroglyphics
- is inquisitive, sceptical and will argue without giving way
- has an advanced vocabulary

- shows initiative and does not follow the herd
- is versatile and has many interests, although one may be particularly absorbing
- has good judgement and enjoys debating
- has a well-developed, sometimes odd, sense of humour
- is either unusually introverted or extroverted
- finds it more comfortable and challenging to communicate with adults
- pays great attention to detail
- grasps new concepts with ease
- links areas of knowledge without specific teaching
- is very motivated and self-disciplined
- is a lateral or divergent thinker

This checklist should be used alongside other means of assessment in order to develop a picture of the whole child.

A Checklist for Recognising the Under-Achieving More Able Child

Note: These behaviour traits may be indicative. Alternatively, there may be other reasons why the child displays any of these behaviours.

- Anti – Academy
- Orally good while written work is poor
- Apparently bored
- Restless and inattentive
- Absorbed in a private world
- Tactless and impatient with slower minds
- Friendly with older pupils
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient

But also

- Creative when motivated
- Quick to learn
- Able to solve problems
- Able to ask provocative questions
- Persevering when motivated
- Given to abstract thought
- Inventive in response to open-ended questions

For checklists for all other subjects see Appendix 1

Provision for the Most Able

Curriculum planning is not linked to any one teaching, learning or organisational strategy, but rather to a range of strategies. Teachers at the Academy plan carefully to meet the learning needs of all children and wherever possible, encourage pupils to be independent learners. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- Enrichment and extension work within every classroom; activity that broadens a child's learning in a particular skill or knowledge area;
- Extension exercises on all homework which helps with creativity and higher order thinking skills and importantly is not simply more of the same.
- Opportunities for collaboration of our most able pupils within class, across classes in the same year and across year groups.
- Opportunities for trips out to develop talent.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.
- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.
- 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.

Provision within a mainstream Academy should be a mixture of *depth and mastery* with opportunities for *independent* working and *reflection*. At Cleadon Church of England Academy we aim to incorporate these into our planning

Mastery:

Fully conversant with all age-related expectations and able to apply concepts independently.

Depth:

Using mastered skills to independently explore an enrichment activity, working outside the regular curriculum on an associated topic, within the class or outside Academy.

Deepening:

Working within the existing curriculum but thinking in a different way; using higher order thinking skills.

Independence:

Having some control or choice in the work they undertake, either in terms of the topic they research, or the resources they use, or the way in which they represent/present the information.

Reflection:

Having the opportunity to think and talk about *how* they learn rather than *what* they learn.

Pupils use different predominant senses to receive and interpret information: 29% favour *visual* methods, 34% *auditory* and 39% *kinaesthetic*. So it is important to vary the ways in which children are taught. In our Academy, teachers plan activities and tasks which cater for the three types of learners.

Children meet a variety of organisational strategies as they move through the Academy. Each strategy supports all children in their learning, but gives due regard to the more able and exceptionally able learner.

The following strategies can be used:

- varied and flexible pupil groupings
- differentiation by task
- differentiation by outcome
- setting individual targets

In addition, where appropriate, more able pupils will have opportunities to:

- work in ability groups
- work in small withdrawn groups
- work on individually negotiated programmes

The Academy is aware that while it is good practice to make special provision for "more able" children, it is also necessary to ensure they do not become distanced from pupils of their own social group. Therefore, we believe it is important to develop social skills as well as individual talents.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

Management strategies

One teacher co-ordinates the provision and practice within the Academy for more able and exceptionally able children. The co-ordinator's role includes:

- ensuring that the more able and exceptionally able register is up to date;
- monitoring teachers' planning 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 exceptionally able children;
- monitoring the progress of more able and exceptionally able children using Classroom Monitor.
- supporting staff in the identification of more able and exceptionally able children;
- providing advice and support to staff on teaching and learning strategies for more able and exceptionally able children;
- liaising with parents, governors and LEA officers on issues related to more able and exceptionally able children.

The co-ordinator also monitors this policy on a regular basis and gives feedback to the Principal. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning.

It is intended that the co-ordinator will collect samples of work from more able and exceptionally able children, in order to demonstrate the standards that they are achieving. We will use these examples to inform the process of identification of more able and exceptionally able children.

Providing feedback to parents

It is important that parents are kept informed that their child is more able. This is done in the following way:

- discussion with the class teacher at each parents' meeting
- An outline of how the Academy has identified the child as more able ;
- What is being done to support them;
- By having an open door policy and a named person to see to discuss any issues that may arise.

We believe that involving parents and carers and having a positive working relationship between Academy and home is extremely important if the child is to maximise his or her potential.

Appendix 1 Checklists for identifying the more able in all subject areas

Art

- think and express themselves in creative, different ways
- challenge the task given
- extend the brief in seemingly unrelated directions
- have a strong desire to create in visual form
- push the boundaries of names processes
- change ideas to take into account new influences or outcomes
- show a passionate interest of the world of art and design
- use materials, tools and techniques skilfully
- initiate ideas and define problems
- critically evaluate visual work
- make unusual connections between others' and their own work
- exploit the characteristics of materials and processes
- understand that ideas and meanings in work can be interpreted in different ways

Design and Technology

- want to be involved in the early stages of design
- show high achievement early on in the process
- demonstrate high levels of technological understanding and application
- have flashes of inspiration and highly original ideas
- be enthusiastic in discussing their design ideas
- understand the context from which the design tasks originates
- apply their knowledge to new or unfamiliar contexts
- enjoy open ended projects
- be frustrated at the mismatch between idea and technical ability
- sustain their concentration throughout longer tasks and persist in seeking solutions
- be able in one specific area rather than across the board

English

- emphasise with characters in texts
- choose challenging tasks
- understand rhythm and intonation of language
- use extensive vocabulary
- be able to extract, select, synthesise facts
- be advanced beyond subjective judgements
- demonstrate a high level of technical correctness
- write complex sentences
- achieve excellence in creative writing
- identify humour, irony, absurdity, implied meaning
- experiment with plot and character in original ways

- demonstrate speed and depth of understanding in the spoken and written word
- read a wide range of materials
- have exceptional abilities in a particular strand of English i.e. poetry, drama, extended writing

Geography

- understand geographical ideas and theories and apply them to real situations
- use subject specific vocabulary accurately
- transfer knowledge from one subject to another e.g. use and apply mathematical ideas and principals to solve geographic questions and establish sequences of investigation
- enjoy using maps, charts, graphs, diagrams to present information
- contribute effectively to in less formal teaching situations e.g. fieldwork
- have well considered opinions on issues such as the environment and the inequalities of life in different places
- have a wide ranging general knowledge about the world
- be creative in their thinking going beyond the obvious solution

History

- be intrigued by similarities and differences between other people's experiences
- be captivated by mystery and controversy
- use specific vocabulary confidently and appropriately
- interpret evidence in its historical content
- develop a chronological framework and use it to place new and existing knowledge
- have an extensive general knowledge including historical knowledge
- demonstrate a strong sense of period
- seek to find patterns and processes in what they study
- be aware that different interpretations can be made of historical events and question subject matter in a challenging way
- recognise that other subject areas can contribute to historical understanding
- show particular skill at reference and deduction
- be good at problem solving and reasoning
- not necessarily have high literacy skills

Computing

- demonstrate computing capability significantly above that expected for their age
- learn to apply new computing techniques quickly
- use initiative to exploit the potential of more advanced features of IT tools
- transfer and apply computing skills and techniques confidently in new contexts
- explore independently beyond the given breadth of a computing topic

- initiate ideas and solve problems
- use IT effectively and creatively, develop systems that meet personal needs and interests
- may not be gifted in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases

Mathematics

- grasp mathematical ideas quickly
- work systematically and accurately
- be more analytical
- use correct language and notation
- think logically and see mathematical relationships
- identify patterns easily
- apply their knowledge to new or unfamiliar contexts
- communicate their reasoning and justify their methods
- ask questions that show their clear understanding of, and curiosity about maths
- take a creative approach to solving mathematical problems e.g. working backwards to a solution
- sustain their concentration throughout longer tasks and persist in seeking solutions
- be more adept at posing their own questions and pursuing lines of enquiry

Modern Foreign Languages

- enjoy expressing themselves orally
- have facility with pronunciation and show awareness of the relationship between sound and spelling
- be able to quickly identify key words within a stream of sound
- demonstrate good recall of vocabulary
- enjoy manipulating existing vocabulary to create new phrases
- be able to grasp new linguistic structures and grammatical patterns
- show a desire to experiment with ways of putting language together using newly acquired vocabulary and grammatical skills
- show awareness and interest in the culture of the country or countries where the foreign language is spoken

Music

- can be captivated by sound and engage fully with music
- select an instrument with care and be reluctant to give it up
- play by ear and show awareness of pitch
- find it difficult not to respond physically to music
- memories music without apparent effort
- listen to music with a high degree of concentration
- enjoy experimenting with sounds

- express outcomes in an unusual way
- find it easy to repeat complex rhythm and melody
- sing and play with awareness of musical phrasing
- demonstrate an ability to communicate through music with confidence
- show strong preferences
- have a sustained inner drive to make music
- become frustrated by limitations of others within the group

P.E

- show a high degree of commitment to practice and performance
- have high degree of control and coordination
- show strong awareness of their body in space
- combine movements fluently in a variety of contexts and activities
- combine leadership with improving performance
- have a conceptual understanding of skills and tactics
- have a high level of fitness for their age
- be creative, original and adaptable reaching to new challenges and finding innovative solutions
- have specific abilities in general areas e.g. dance

R.E

- show quickness of understanding and depth of insight
- be able to grasp the significance of religious symbols and practices
- show sensitivity and awareness of other religious beliefs
- demonstrate highly developed spiritual and moral values
- hold strong opinions and religious beliefs
- be able to argue in support of their own beliefs whilst acknowledging the validity of other beliefs
- make sense of religious symbols, metaphors and practices
- be able to apply and transfer ideas and concepts across different religious and cultural contexts
- be involved with community-based or religious activities outside Academy
- not necessarily be gifted in other academic subjects

Science

- be extremely interested in finding out more about themselves and things around them, with a deep desire to know how and why
- show intense interest in one particular area of science (such as astrophysics) to the exclusion of other topics
- enjoy researching obscure facts and applying scientific theories ideas and models when explaining a range of phenomena
- be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- ask many questions, suggesting that they are willing to hypothesise and speculate

- think logically and provide plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- consider alternative suggestions and strategies for investigations
- analyse data or observations and spot patterns easily
- make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- think abstractly at an earlier age than usual and understand models and use
- be easily bored by over-repetition of basic ideas