
SOUTH CAVE CE SCHOOL MOST ABLE CHILDREN POLICY

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SOUTH CAVE C.E. SCHOOL

MOST ABLE CHILDREN POLICY

All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. The most able policy, although specifically aimed at the more able children is intended to be inclusive in its nature, and is therefore aimed at raising achievement throughout the school, as well as meeting the needs of the most able. Provision for the most able is the responsibility of all members of staff. By raising the achievement of the more able, we aim to raise the achievement of all children within the school.

DEFINITION

It is our intention to ensure that all pupils are challenged and make good progress in school.

The most able children are likely to present themselves in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.

IDENTIFICATION

Identification will be through a process of continual monitoring to ensure progress is being made towards true potential.

All children's progress will be monitored as part of the on-going Pupil Progress tracking each term.

Any child who falls into one of the above categories will be tracked to see if they require additional intervention to meet their specific needs.

INTERVENTION

In order to meet the needs of our children with a high learning potential we aim to:

- use a variety of whole school strategies, where appropriate, including...
- acceleration;
- giving pupils opportunities to excel through school initiatives such as plays and assemblies, and in out-of-school clubs and societies;

- encouraging all pupils to become 'independent learners';
- use various strategies in the classroom, including ...
- establishing the prior knowledge, understanding and skills that pupils have, to avoid unnecessary repetition of work;
- varied and flexible pupil groupings;
- extension and enrichment activities;
- setting individual targets.
- small group/individual intervention activities

Provision to enrich or extend the curriculum for the most able children may take the form of provision within the class through differentiation of work; promotion for periods of time to work with a more advanced class i.e. during setting for maths; or withdrawal across the year group to work with a group of others in curricular activities.

In-class approach

'Differentiation is a planned process of intervention in the classroom to maximise potential, based on individual need.'

(George, D.R.)

When catering for more able children, teachers will differentiate the curriculum in order to build on past achievements; present challenges to allow for more achievements; provide opportunity for success. Higher achieving pupils are likely to need a significant deviation from the standard expected outcome of a lesson.

Firstly, teachers will work from an informed appreciation of current levels of achievement and understanding, establishing a starting point through a range of diagnostic devices such as ...

- class brainstorms;
- setting an open task;
- concept mapping;
- pre-test, assessment or criterion reference tests;
- building on existing evidence;
- quizzes.

Secondly, we will create challenge for pupils through extension activities which are planned into lessons and during the schools curriculum enhancement weeks. These extension activities can take a number of forms, both formal and informal, some of which are listed below:

- Plan/do/review - this approach encourages independent thinking and requires the use of both creative and critical thinking.
- Working from more sophisticated texts, which are likely to have more detailed information and may address increasingly complex issues.

- Using a range of texts or information - able pupils should be helped to develop the study skills to enable them to sift through a variety of material to reach conclusions.
- Recording in an unusual way – this could be in the form of presentations using whiteboard, creation of models, recording, video etc.
- Role-play - this requires children to act in a different way or respond to information they would not usually meet.
- Problem solving and enquiry tasks - these require children to engage in higher level thinking.
- Time-restricted activities - pupils need to make decisions regarding what is possible rather than what is desirable, and make compromises.
- 'High level tasks' - pupils will encounter work which requires them to use the higher order thinking skills, concepts and attitudes such as analysis, evaluation and synthesis - *see Appendix 1*

Through differentiated extension tasks, some of which are detailed above, we aim to develop the following abilities in our pupils:

- independence;
- critical thinking;
- creative thinking;
- problem-solving ability;
- reflection;
- motivation;
- self-knowledge.

Out-of-class-activities

It is important that the most able children have the opportunity to develop skills and independence outside the classroom. Certain abilities such as musical talents may be best catered for by individual tuition out of school, and the school recognises its duty in informing parents of the best way to cater for specialised needs.

We also recognise that some children can gain a lot from school clubs and whole-school initiatives such as school plays, assemblies, residential visits and sporting events.

Class assemblies and school plays provide opportunities for those who excel in reading, acting, planning, leadership and organisation. Participation in music festivals and concerts allow children with talents in this area to develop and showcase their skills further.

Sports days and regional sports activities provide our children with the opportunity to excel and show physical ability.

Providing a range of clubs where children can learn new subjects and skills or develop existing ones allows children with talent to reach a level of expertise which it would be difficult to foster in the ordinary classroom context. Children's participation in these events will be fully encouraged and supported by the school.

MONITORING

The progress of the higher learning potential pupils will be monitored by the class teacher and co-ordinator of the subject for which the child is excelling as part of the on-going monitoring process.

Pupil Progress Meetings will check samples of work from children at a range of abilities including the most able.

PROCESS OF REVIEW AND DEVELOPMENT

Children's progress will be reviewed termly as part of the Pupil Progress Meetings and information on their specific needs and abilities passed to the new class teacher in July of each year.

Most Able Children Policy – Book Resources

Mind Benders – Warm-Up Anita Harnadek	Deductive thinking skills. Five minute fillers that promote logical / deductive / lateral thinking.
Mind Benders –A1 Anita Harnadek	Deductive thinking skills. Problems to solve with structured charts to record the processes used to solve them.
Brainteasers Folens	Problems and puzzles and games for those with a high IQ. Produced in association with MENSA.
Brain Academy – Maths NACE 2004	Teachers Book (<i>all have copy</i>)
Brain Academy – Maths NACE 2004	Pupil Book – (<i>sets in class</i>)
English for the more able Mary Green (Folens 2002)	
Imagine That Stephen Bowkett	A handbook of creative learning activities for the classroom. Diverse range of activities and games mostly linked with English but with other applications to NC subjects. <i>Chapter Headings –</i> <ul style="list-style-type: none">▪ Association and Sequencing▪ Five senses Focusing▪ Observation and Deduction▪ Asking Questions, Decision Making, Problem Solving▪ Point of View and Emotions▪ Confidence and Socialisation▪ Story Making
Teaching Mathematically Able Children NACE	Handbook for teachers with some case studies
Challenges Brian Barratt	Activities to encourage high level thinking and provide problem solving opportunities. <i>Chapter Headings –</i> <ul style="list-style-type: none">▪ Thinking and learning▪ Critical thinking▪ Divergent thinking▪ Problem solving▪ The writing process▪ Editing and publishing▪ English Usage▪ The story of English▪ Communication

Bright Challenge
Ron Casey and Valsa Koshy

Problem Solving Processes
Part one (Pullen Publications)
Part two

Effective Resources for Able and Talented
Children
Barry Teare

Teaching More Able Pupils
NACE

Helping Children of High Intelligence
Peter J Congdon

The Early Crucial Years & The Able Child
NACE

Giftedness & the very young
NACE

The Special Needs of more able children
NACE

Open-ended activities with NC starting points

Chapter Headings –

- English
- Maths
- Science

Cross-curricular projects

- The Jamboree project
- Newspapers
- Town planning
-

Problem Recognition and Introductory Problem Solving in Creative Writing as a way to extend story writing skills.

Curriculum provision for able children

Chapter Headings –

- Literacy
- Language across the Curriculum
- Reading
- Writing
- Numeracy
- Science
- Logical Thought
- Codes
- Humanities
- Detective Work
- Alternative Answers, Imagination, Creativity

Gifted Education Identification & Provision
David George

Able children in Ordinary Schools
Deborah Eyre
David Fulton Publishers Ltd 1997

Gifted children Growing up
Joan Freeman
Cassell Education Ltd 1991

The Chalkface Project – 1995
Enrichment Activities for more able students
David George/Kathryn Hughes

Effective Provision for Able & Talented Children
Barry Teare
Network Educational Press 1997

Differentiation and more able children
NACE

Thinking Skills ages 4/5, 5/7, 7/9, 9/11
George Beasley
Scholastic 2004

Working with gifted & talented children
Key Stage 1 / 2 English & Maths
QCA

Thinking Skills – A Teacher's Guide
M Jeffries & T Hancock
Hopscotch 2002

Maths for the more able Books 2 / 4
Dr Alan Stoker
Folens 2001

Games for thinking
Robert Fisher
Nash Pollock Publishing 1997

School Governors and more able children
NACE

Mathematical challenges for able pupils in
Key Stages 1 & 2
DfEE 200

APPENDIX 1 – HIGHER ORDER THINKING SKILLS

Skill	Context	Purpose	Stimulus
Remembering	There is a core of relevant factual knowledge that pupils need in order to begin thinking. Pupils need to acquire and use a range of research skills and basic subject skills. For instance in mathematics and science this includes procedures and skills; in literacy, art and ICT it includes technical skills. They need examples, teaching and practice to develop these skills. They also need to present ideas using a variety of recording and communication skills.	Know and recall information and skills as a basis for action	<p>What happened when ...?</p> <p>Make a list.</p> <p>Write an account.</p> <p>Make a summary.</p>
Comprehension	Able learners need to progress from lower-order skills, such as paraphrasing or selecting and explaining relevant information, to answer a question. They need to use higher-order comprehension skills. They need opportunities to interpret knowledge by presenting a new perspective, comparing and contrasting data and viewpoints, reordering information and examining consequences.	Demonstrate understanding	<p>Write a summary of the main points.</p> <p>Explain why that happened.</p> <p>Discuss this from the point of view of...</p> <p>What are the similarities between.?</p> <p>Explain the differences between...</p> <p>What would have happened if ...?</p> <p>How would this affect ...?</p> <p>Why did ... react in this way?</p> <p>What were the results of ...?</p>
Application	Learners need to use their knowledge to: manipulate or construct something; reproduce it in a different format; apply it to a similar situation; build a model; illustrate or apply it to an example.	Use knowledge to solve problems	<p>How would you use this to ...?</p> <p>How does this rule apply?</p> <p>How can you use what you have learnt to solve this?</p> <p>Does the same principle apply?</p> <p>Weigh up the evidence for ...</p> <p>Draw a conclusion giving reasons.</p> <p>What else do you know that would apply?</p> <p>Is this the same kind of ...?</p> <p>Construct a diagram to show..</p>

Skill	Context	Purpose	Stimulus
			<p>Conduct an experiment to prove ...</p> <p>Paint a picture to show....</p>
Analysis	Learners need to fit pieces together and make a whole. They need to identify connections, patterns, sequences and themes. They should be aware that the elements they are learning contribute to a coherent plan.	Understand overall relationships and patterns	<p>In what ways are they the same, different, better, worse?</p> <p>What was the overall plan?</p> <p>How do the elements combine?</p> <p>Discuss why the causes had inevitable consequences.</p> <p>What is the general rule?</p> <p>Explore the possible future consequences.</p>
Synthesis	Knowledge is best used for creative thinking and action. Learners need to use what they know to design, invent, change and improve.	Create something new with the knowledge and skills learnt	<p>Do you agree with ...?</p> <p>How would you change ...?</p> <p>What would happen if ...?</p> <p>Is there another way?</p> <p>Is there another conclusion?</p> <p>In how many ways can you ..?</p>
Evaluation	Learners need to be taught how to balance decisions using reason and evidence, and avoid acting on impulse.	Make decisions and judgements	<p>How do you know?</p> <p>On what grounds can you justify?</p> <p>What is the evidence?</p> <p>Why would you make that decision?</p> <p>What are the arguments for and against ...?</p> <p>Why do you believe ...?</p> <p>Did ... have a valid case?</p> <p>Draw a conclusion giving reasons.</p>

Taken from: QCA optional tasks for the more able