

MODEL POLICY - ABLE PUPILS

Aims

- To help learners who have demonstrated high ability and capability to develop their personalities, skills and abilities intellectually and socially.
- To provide teaching which makes learning challenging, enjoyable and targeted for these pupils to realise their full potential.

Definition

An Able Pupil is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

- physical talent
- artistic talent
- leadership
- high intelligence
- creativity

Able pupils can be:

- good all-rounders
- high achievers in one area
- of high ability but with low motivation
- of good verbal but poor writing skills
- very able with short attention span
- demonstrate poor social skills
- keen to disguise their abilities

Identification

We will identify learners who are achieving or have the potential to achieve higher than the average for their year group and ensure that teachers are aware of their needs and make suitable provision for them. This process will be supported:

- through tracking sheets
- discussion of pupils with colleagues and parents
- ongoing assessment using open/differentiated tasks
- careful record keeping including a central register
- collation of evidence
- observation.

Strategies

Our school aims to:

- create a positive ethos where talent is nurtured
- encourage 'independent learners'
- to be aware of effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- champion and support the needs of more able learners through regular staff CPD initiatives and liaison with key national organisations and networks in the field
- use a variety of Whole School Strategies
 - *occasionally allowing pupils to work with different age groups
 - *withdrawal from age group for work on individual programmes
 - * mentoring provision for the exceptionally able
 - *celebrate achievement (teacher praise, Head praise, awards)
 - *use suitable outside agencies for curriculum extension and enrichment
 - *differentiation techniques.

In the Classroom

The following strategies are employed where appropriate:

- varied and flexible pupil groupings
 - sometimes allowing able pupils to work together
 - sometimes allowing able pupils to take particular roles in mixed ability groups
- differentiation by task, use of resources, investigative work, complexity of task
- differentiation by outcome
- setting individual targets
- encourage 'independent learners'
 - *organise own work
 - *carry out unaided tasks which stretch their capabilities
 - *make choices about their work
 - *develop the ability to evaluate own work, so becoming self-critical.

Monitoring, assessment and evaluation

Effectiveness of the school's provision for its Able Pupils will be monitored through regular tracking and assessment of levels of progress and achievement. A gifted and talented pupil will also be expected to participate and perform at a high level in their special area of ability e.g. music, art.