

Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



Able Child Policy

Lead member of Staff: Tara Hewett (Head of School)

Lead Governor: Chair of Governors

Date approved: September 2018

Next scheduled review: September 2021

Contents

1. Characteristics of an Able Child	3
2. Identification.....	3
3. What we do at Shorne Church of England Primary School	3
4. Planning for the Able Child	4
5. Teaching styles and strategies.....	4
6. Equal Opportunities.....	5
7. Assessment	5
8. The Role of the Able Child Coordinator	5

1. Characteristics of an Able Child

An able child is a child who has been identified through our assessment as having one or more of the following:

- provision of work different from or additional to expected differentiation for that year group
- a general high intellectual ability/aptitude
- a specific aptitude in one or more subjects
- creative, effective thinking
- strong leadership qualities
- ability/aptitude in the creative or performing arts.

This policy is linked to the Teaching and Learning Policy of Shorne Church of England Primary School.

2. Identification will be through:

- the use of Hampshire's advice on "The Able and Talented Child" Teacher assessments
- statutory and non-statutory tests
- parental views and knowledge
- observations of the child
- knowledge of the child and their interests
- discussions with the child

3. At Shorne Church of England Primary School we:

- enable all children to reach their highest levels of emotional, social, spiritual, cultural, moral, intellectual and physical development
- develop the potential which has been identified
- identify, recognise and monitor ability and talents in a range of areas, academic and non-academic
- provide a broad and balanced curriculum
- provide depth and develop concepts rather than just increase the child's content or quality of work
- treat and value all children as individuals
- track the progress of able children through accurate records and assessments

4. Planning for the Able Child

- where possible, opportunities will be provided to develop specific skills or talents
- opportunities for the Able Child will be identified and planned for within the schemes
- the able child will be given planned, appropriately differentiated enrichment and extension work which will develop the depth and concepts of the subject within classroom planning
- support will be given if their emotional development does not match their intellectual development
- advice will be sought from outside agencies when necessary
- details of outside provision – such as dance/drama groups – will be given to parents when able children require more specialised provision
- each individuals' needs and learning styles will be considered

5. Teaching Styles and Strategies

- the Able Child will be taught within the classroom as part of a class of his/her peers
- the child will not be moved to a different year group but catered for within the class
- target setting will be used in order to allow them to take increased responsibility for independent learning and to be able to evaluate their own learning
- clear objectives will be set
- opportunities will be provided for individual learning, and work will be provided which is appropriately differentiated to provide enrichment and extension and develop depth and concepts of the subject
- there are many strategies that can be used to teach the Able Child and will depend on the individual. These may include some of the following:
 - setting a focus outside the pupil's experience
 - teaching the pupil that failure is acceptable
 - open-ended tasks
 - applying time constraints
 - use of ICT both as a teaching and learning tool
 - developing problem solving skills
 - developing social skills
 - giving opportunities to make decisions
 - developing social skills
 - giving opportunities to make decisions
 - building on thinking skills, not just knowledge
 - out of school challenges

6. Equal Opportunities

The teaching of the Able Child will be in accordance with the present policy for Equal Opportunities regardless of age, race or gender ensuring each child has the opportunity to achieve their fullest potential.

7. Assessment

Children's work will be marked according to the agreed school policy and their performance continually assessed in accordance with the National Curriculum by the class teacher. The teacher may also test children from time to time, as may the Headteacher. The teacher collects and passes on relevant information in accordance with Shorne Church of England Primary School's Assessment Policy. Once the assessment has highlighted an Able Child, the Able Child Coordinator will work within school and/or with outside agencies to provide advice to meet the child's needs.

8. The Role of the Able Child Coordinator

The role is to:

- liaise with subject coordinators to identify opportunities for the able child
- work with class teachers to help provide differentiation and extension work
- monitor the progress of the able child
- liaise with other coordinators in providing for the able child
- liaise with outside agencies where necessary
- work with governors