



Teaching of the Able Child policy

Aims: To establish a culture where children want to achieve high standards in their work.

To identify and plan effective programmes to ensure that Able Children are challenged in their learning.

We attach the highest importance to ensuring that every child receives a high-quality education which will help them to reach their highest potential within a happy, fulfilling and challenging learning environment.

This policy is specifically written to explain our approach with children whose achievements are significantly higher than their peers in one or more curriculum subject, or who display a particular talent or competence.

Our curriculum is carefully balanced across a broad range of subjects and levels of learning. All teachers plan for differentiated teaching groups within Literacy and Numeracy, taking care to cater for more individual needs during focused teaching sessions (see Policy for Teaching and Learning).

Most children will be well provided for within the system of differentiation as specified. However, there are sometimes children who need to be given more challenge in terms of breadth and depth of curriculum. Care has to be exercised in setting expectations of achievement for these children to ensure that they are not marked out as being different or special.

In establishing a culture where all children are expected to work hard, evaluate their achievements and seek continuous improvement, we foster an understanding that all children have specific individual skills and areas of the curriculum where they excel.

Children who need greater challenge in their work are given tasks similar to those of other children, but the expectations of quality are greater and more depth of study or explanation is required. Able children are challenged by the way in which the teacher poses the questions, probes for understanding and seeks clarification of wider issues and provides opportunities for independent, open-ended study.

Children who fall within the category of “very able”, have specially written Individual Education Plans (IEPs) which are shared with and agreed by Parents. These plans specify how children will be extended and within which subject areas.

The school maintains a range of resources from Key Stage two which give scope for children operating in level three and beyond. Teachers maintain links with Key Stage two colleagues, which allows for exchange of materials and resources to support the learning of able children. Those children who are identified as having abilities and talents significantly beyond their chronological age have an agreed Individual Education Plan which identifies the action the school will take to meet the needs of the individual. This is shared with Parents at regular intervals.

The able child co-ordinator (ABCO) is responsible for maintaining a register of Able children within the main subject areas. Targets set within the class setting for these children will follow the established pattern of skills progression. However, we have a commitment to extend children's thinking rather than give more work of the same as "extension activities".

We do not accelerate able children to year groups beyond their chronological age. Able children need sensitivity from adults in recognition of their emotional maturity and their need to develop social skills alongside their peers.

Able children from across the school and curriculum areas are further extended and challenged by involvement in the Able Child project (see the Strategic Management Plan for the Able Child). These projects seek to co-ordinate skills of teachers and children across the school in a cross-curricula project which is based on the "Use and Apply" strands of learning within a real-life situation.

In line with the school ethos of full inclusion, all children with a particular skill or talent are stretched and challenged in their thinking and learning (see policies for Racial equality and Equal Opportunities).

This policy needs to be read in conjunction with all learning policies within the school and with specific reference to the Strategic Development plan for the Able Child, where our "Young Enterprise" initiative and plans for the future are given in detail.