

## **ABLE CHILD POLICY**

### **Aims in relation to the able or talented child:**

Identify child, record this identification and notify parents initially through a letter home, parents evening or through a meeting with Able Child Co-ordinator (ABCO). We may also use a parent's questionnaire for particular pupils.

Give opportunities to develop specific skill or talent but not to the exclusion of other skills ie. Social Skills.

Give access to an intellectually stimulating and challenging curriculum through carefully planned and differentiated work.

Be aware that these children may have social or emotional problems and may present as underachievers.

Record and review progress setting appropriate targets.

Engage the use of outside agencies where appropriate.

### **Procedures**

The ABCO will be responsible for the curriculum of able learners and advise staff on suitable activities for these children.

Able children will be identified through a range of tests: NFER and QCA Standardised Tests in English, Maths and Non-Verbal Reasoning; Baseline Assessment; Vernon Spelling Tests; test results are supported by teacher assessment.

The standardised tests will be administered in line with the Schools Assessment Policy.

### **Provision for Able children will be through:**

- Differentiated programmes of work, extension and enrichment across all areas of the curriculum.
- Joint workshops arranged with local schools, both secondary and primary "opportunities groups" in core subjects to enrich their learning.
- Opportunities to extend thinking skills.

Appendix 1 sets out additional information about the school's approach to the Able Child.

Appendix 2 shows a checklist that may be useful in helping to identify an able child. This policy should be read in conjunction with all other school policies in particular Special Educational Needs, Equal Opportunities, Teaching and Learning and Assessment.

Policy date:

Review date:

## **Appendix 1**

### **Information**

#### WHAT IS AN ABLE CHILD?

No two children possess exactly the same talents, but the majority should possess the following:

- Have plenty of ideas and can link them in an imaginative and creative manner.
- Enjoy making up stories and pretending to be other people.
- Are prepared to change their minds when presented with fresh evidence.
- Enjoy building upon or changing basic idea.
- Can juggle different ideas at the same time.
- Enjoy sharing ideas and discoveries with others whilst preferring to complete most of their work on their own.
- Are unconventional and do things differently from their peers.
- Often show outstanding ability in individual areas, music, sport, creative writing etc.
- Learn easily.
- Work hard.
- Have an ability to learn and think at an abstract level.

The term 'able' tends to apply to the all around gifted learner, whilst the term 'talented' is applied to a child with a particular gift in a specific area.

Not all children will possess all of these abilities indeed some may not "work to their full potential" and will need to be encouraged to do so.

## **Appendix 2**

### **IDENTIFICATION OF THE ABLE OR TALENTED CHILD**

#### **Teacher Observation**

The class teacher will use his/her knowledge and experience to compare the children in the class with one another and identify those who seem distinctly more able or more talented in an area than their peers.

This can be done by talking to the children and listening to their responses both to the teacher and their peers. Also by looking at the work they produce and their general behaviour.

Teachers will not be looking for children who are a little better than the others, but those who are outstanding when measured against their peers.

#### **Test**

All children in the school are regularly assessed. Their progress is monitored to ensure their continuing development. Tests will be used (as previously stated) to monitor progress. Children who attain a standardised score of 135+ will be deemed to be talented in an area.

Baseline assessment and also SATs results from Year 2 will be used in KS1.

Appendix 2 shows a checklist that may be useful in helping to identify an able child.

### **MEETING THE NEEDS OF ABLE OR TALENTED CHILDREN**

#### **In the classroom**

There are many different ways that the more 'able' child can be helped:

- Differentiation – both in the classroom and for homework.
- Extension/enrichment (but not more of the same!). Enrichment activities, supplement the original task which broaden the children's skills and activities.
- Extension activities increase the depth of study in a particular area.
- Grouping with children of a similar ability.
- Extra-curricular activities (internal and external).
- Particular curricular opportunities i.e. writers workshop, performing arts, independent research projects etc
- KS 3 involvement where appropriate.
- Working with older children.
- Challenge groups.
- Individual targets for able children need to be specifically designed to challenge the leading edge of their thinking.

We recognise that, because every child is different, a specific programme may be needed to meet the needs of any one individual. We are also aware that the needs of the child can be met outside the school timetable as well as within it.

### **The curriculum**

To ensure that the curriculum will meet the needs of all children, the class teacher may seek the help of subject coordinators, or the ABCO who may also organise further help from outside agencies.

### **The role of the Able Child Coordinator, ABCO**

The responsibility for ensuring that the needs of the able or talented child are met lies with the ABCO.