

Policy

Roundwood Primary School

More Able Policy

Inclusive Education

The needs of the individual

The school is committed to ensuring that all children are included in the social and educational life of the school. The strengths of all children will be recognised, in all areas, and children will have the opportunity to develop their interests through a range of activities offered by the school.

Where there may be barriers to learning and participation, the school will seek to address these in a way, which involves the parents, the children themselves and, where appropriate, outside agencies. The school is committed to a collaborative and inclusive approach.

General Rationale

There has for many years been an increasing awareness that very able children – those in the top 5-10% of the ability range – have particular needs. At Roundwood Primary School, our aim is to identify these children at an early stage and to cater for their individual needs as they progress through the school.

Aim

We “aim to ensure that all children will have access to a curriculum which is appropriate to their individual needs” (County Curriculum Statement – Herts County Council). We aim to provide learning opportunities for our more able children which allow them to work at higher cognitive levels and to promote specific skills or talents, without losing sight of the development of the ‘whole child’, on a social, emotional and intellectual level.

Definition

“Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance” (US Office of Education 1992).

This includes underachievers, a crucial group.

Identification

The purpose of identification is to bring about change in provision and influence practice. The identification process includes testing (Herts Baseline SATs, others), and teaching assessment. The list below attempts to serve as a checklist to help with the identification of very able children. Our more able children may show some of the following:

1. Ability to learn quickly and easily; understanding a task often before the full instructions or explanations have been given needing little or no practice to acquire competence.
2. Superior reasoning ability; ability to deal with abstract concepts, to generalise from specific facts, to see connections between events.
3. Great intellectual curiosity; a desire to know the why's and how's of all events; provocative and searching questions; dissatisfaction with simple explanations.
4. Unusual persistence; a determination to complete tasks to their own satisfaction; ability to concentrate for long periods of time.
5. Exceptional speed of thought, rapid response to new ideas.
6. Good memory; apparent lack of need to rehearse learning or to revise.
7. Extensive vocabulary; heightened sensitivity to language generally. Insistence on the precise meaning of words; delight in technical terms.
8. Acute powers of observation; close attention to detail.
9. A vivid imagination, both verbally and in other creative work such as drawing and model-making.
10. Great initiative; preference for individual work.
11. Highly developed sense of humour, often esoteric; delight in verbal puns.

In Class Approach and Monitoring

Teachers' daily plans show evidence of differentiation and extension activities for able children within each class. Where appropriate, children are grouped and working with others of like ability. Each pupil is monitored on a daily basis by his or her class teacher, who sets regular targets, and monitors the development of those targets. Pupils are formally tested at least once a year. We believe that one of the most effective strategies for helping gifted and talented pupils to reach their full potential is ensuring that they develop as rounded persons, and so their progress in social and interpersonal skills is monitored, as well as their progress within the curriculum subjects.

Out of Class Activities

1. Roundwood provides an abundance of extra curricular and enrichment activities, some before school, some during school hours and others after school. These include French and Spanish classes, chess and music tuition, choir, art club and sporting pursuits.
2. Our most able mathematicians work in small groups on a weekly basis with a maths tutor. During these sessions, the children explore mathematical ideas through

investigation and discussion. We are keen to offer the possibility of studying in greater depth, rather than emphasising quicker progress through attainment targets.

3. Homework in mathematics is of an investigative nature, challenging more able children to explore concepts and to look for patterns and relationships. The learning of spellings and tables is differentiated according to ability.

4. Each child in Years 5 and 6 has the opportunity to take part in a residential trip.

Acceleration

Acceleration consists of enabling a pupil to access work, which would typically be for older pupils. This method for meeting the needs of more able pupils is used only when there is a demonstrable reason for thinking that enrichment and extension, in class and out of class, are not meeting the needs of a pupil.