

Able and More Able Pupils



In keeping with our school aims, every effort will be made to include every child in every lesson irrespective of their background or ability. Where necessary adaptations will be made to the content of and equipment used to allow for pupil inclusion.

All teaching and learning at our school is age appropriate and based upon the following school aims.

<i>Work together</i>	<i>Learn together</i>	<i>Grow together</i>
<ul style="list-style-type: none"> - encourage and enable our children to make a positive contribution to our community and the wider world, - welcome and encourage all people connected with the school to support and share in school life. - build an inviting Christian community that encourages participation 	<ul style="list-style-type: none"> - teach our children the core values of responsibility, creativity, resilience, respect and spirituality - encourage a love of learning in a caring, stimulating and disciplined environment where everyone is valued and encouraged to achieve their best - equip all of our children with appropriate life skills. 	<ul style="list-style-type: none"> - enable our children to grow to be healthy both physically and mentally - enable our children to grow spiritually and be confident in their own beliefs - build understanding and respect for other people's beliefs and cultures - worship in a Christian community

Each year the school identifies those children who are 'able' in some way. By this we mean children who are achieving well above national expectations in one or more subjects. We try to recognise all kinds of ability not only academic subjects – for example children showing higher levels of social or learning skills. A register of these children is kept.

Success is a 3-way partnership

We strongly believe that fulfilling the potential of any child and maintaining a high level of achievement will only be realised through the combination of three key aspects of learning: support from the school; support from the child's parents; the child themselves

How the school supports able pupils

The following outlines our existing provision for able children:-

Wave 1 - Quality First Teaching - All children benefit from...	Wave 2 - Able Children - Children within the ability group will benefit from..	Wave 3 - More Able Children - Children within the ability group will benefit from...
<ul style="list-style-type: none"> • Flexible ability grouped learning. Groups for maths, reading and writing based upon on-going assessment. • AfL (Assessment for Learning). • Differentiation. • Range of questioning styles including open questions and higher order thinking questions. • Varying levels of support. • Different working groups. • High quality resources. • Focus group work. • Use of success criteria. • Targets – individual and groups. • Self-assessment and peer assessment/evaluation. • Rich mathematical tasks. • Plenty of opportunities to apply independent learning skills. • Real life learning contexts. • Use of scaffolding. • Use of ICT. • Children presenting to the class. • Shared writing/guided writing. • Opportunities of choice within task. • Opportunities to take on posts of responsibility. • Trips/visitors. 	<ul style="list-style-type: none"> • Opportunities to sometimes plan own investigations. • Choose how to display/present work. • Time for self-initiated learning. • Different group roles (leader, facilitator, and scribe)... • Spot patterns within science and maths. • Hot questions – open ended/challenge question as an extension to answer and feedback to rest of class. • Children teaching specific skill. • Children choose level of work to complete from given selection. • Children from different classes in the year group work together. • Lead assemblies. <p>Pupils within the ability group may be offered...</p> <ul style="list-style-type: none"> • Enrichment opportunities beyond the curriculum e.g. specific extra-curricular provision (clubs, enrichment courses provide by local schools or LEA) 	<ul style="list-style-type: none"> • Subject workshops. • Sports fixtures. • Music concerts. • Children to run own skills workshops for other children. • Cross school teaching. • In writing, free choice of genre to communicate. • Children to read stories to class. • Write pieces for newsletters or parish magazine. • Trips to areas of interest (museums). • Guest speakers. • Study buddies for identified children. • Plan own learning within topic, carry out independent research within topic then teach/feedback to rest of class. • One to one coaching. • Grouping with pupils outside the year group for specific sessions. • Opportunities to attend local/regional workshops and events with pupils of a similar ability. • Signposting for parents and pupils to access appropriate support from other organisations e.g. websites, organisations for more able and talented pupils.

How parents can support able pupils

- Read with them, and to them, discuss characters, settings and feelings etc... even if they are good readers.
- Able children enjoy learning new words. Have a new 'word of the week' at home and challenge each other to use that word in conversation.
- Extend their general knowledge with a 'fact of the week'.
- Encourage physical activity to develop coordination and general fitness.
- Do not always focus on your child's obvious skills. Encourage him or her to sample new activities.
- Information and communication technology offers vast possibilities. Schools can advise on appropriate websites. (see below)
- All types of puzzles, crosswords, logic games, word games, card games and board games help to develop children's thinking skills and social interaction.
- Learn a new language together.
- Give children a broad range of experiences.
- Sometimes the most effective support a parent can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure the child has the space and free time in which to play, experiment and develop hobbies or interests of their own.

Good resources for parents to use

The National Association for Gifted Children: www.nagcbritain.org.uk - provides a forum and support for gifted children as well as their parents, teachers, schools and colleges.

- www.gridclub.com has lots of ideas to support able pupils.
- www.aquila.co.uk Aquila is a 'fun magazine for lively minded children' aged 8 – 13
- www.nrich.maths.org has lots of challenging maths activities.
- www.hhmi.org/coolscience encourages children to be curious about science.

How more able children can challenge themselves in the classroom

Below are some practical ways that more able children may be challenged within the classroom in English, maths and science:

English	Maths	Science
<ul style="list-style-type: none"> • Ask great questions • Can organise their writing to suit its purpose and audience • Can keep the attention of their audience by being dramatic or funny • Can take on different roles in a group successfully • Can use adjectives, similes and metaphors • Can write in a range of different styles • Can use a variety of sources to research their work • Read a wide variety of books, magazines and newspapers. • Can challenge other people's point of view • Can use a range of punctuation correctly • Understand the key features of a wide variety of texts • Can present their ideas in a creative way 	<ul style="list-style-type: none"> • Learn and understand maths ideas quickly • Work systematically and accurately • Be analytical and think logically • See mathematical relationships • Make connections between the concepts they have learnt • Identify patterns • Apply their knowledge to new situations • Clearly communicate their reasoning • Justify their methods • Ask great questions • Keep trying to find an answer • Investigate things that interest them • Choose the right strategy to solve a problem 	<ul style="list-style-type: none"> • Ask great questions • Think of creative ways of doing things • Link learning from class to things that happen in the real world • Give brilliant reasons in their predictions • Read extra information from a variety of places • Love to investigate • Know if a test is fair • Can think of how to improve an investigation • Can think of a next step investigation • Know the factors in an investigation • Can say if their results are reliable and accurate • Use scientific vocabulary correctly • Can spot patterns in results