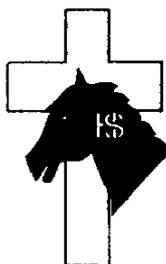


# HORSINGTON CHURCH SCHOOL



## POLICY FOR MORE ABLE LEARNERS

### STATEMENT OF PHILOSOPHY

At Horsington Church School our mission statement asserts that we wish all children to reach their full potential and to consider their time at our school to be one of challenge, opportunity, achievement and enjoyment. Therefore we will help our children to develop their personalities, skills and abilities intellectually and socially to their full potential. Provide teaching, which makes learning challenging and enjoyable and ensures that all children are given equal access to the curriculum.

### CATEGORIES OF ABILITY

We believe that more able pupils are those who demonstrate an ability to achieve levels of performance, which are significantly higher than the average for their year-group in one or more areas of learning.

The six categories of ability are:

- Physical talent;
- Artistic talent;
- Mechanical ingenuity;
- Leadership;
- High intelligence;
- Creativity\*.

\*These categories are those defined by Eric Ogilvie.

We try to have the widest possible view of ability and believe that many pupils have particular skills outside these usual definitions of ability. We therefore also try to encourage and reward those pupils who, for example, are good at helping others, noticing when others are upset and supporting them and so on. We may identify a sub category within one of specific areas where a pupil shows particular talents or abilities.

### IDENTIFICATION

Our aim is to actively identify our more able learners. This can be easy when a child is apparently good at everything, but more difficult when more able learners demonstrate some of the following traits:

- Willingness to talk, but difficulty in writing;
- High-quality work in one area, but unexceptional in others;
- Difficulties with behaviour and relationships;
- Poorly motivated;

- English as an additional language;
- Lack of pre-school stimulation.

Our aim is to try and build up a comprehensive picture of the child's ability using as many indicators as possible. We will draw that information from:

- Detailed records from other classes and schools;
- Test results;
- Discussions with the child;
- Parental information;
- Assessment by the teacher of tasks which are open ended;
- Detailed individual assessment by an Educational Psychologist if it is felt appropriate;
- Consideration of the More Able/Gifted characteristic comparisons list - Appendix 1.

## **PROVISION**

Our aim is to provide high quality learning experiences for our more able pupils by adopting the following approaches:

### **WHOLE SCHOOL APPROACH**

- A climate within school that ensures that children feel good about achieving high standards.
- A climate where children are taught to get along with each other and feel comfortable with each other and where individual differences are accepted.
- The identification of particular needs of more able children in our planning.
- The provision of appropriate resources.
- The encouragement of children to be independent in their learning.
- The teaching of intellectual skills, which will include oral and written communication and information handling as well as problem solving, hypothesising and other thinking skills.
- Flexibility of organisation, which might include withdrawal, setting for a particular subject, cross-curricular enrichment projects or partial acceleration.
- The celebration of achievement whilst maintaining the highest possible expectations.

### **CLASSROOM APPROACH**

- Establish what pupils have already done so time is not wasted in duplication or repetition.
- Confront peer pressure to underachieve.
- Provide appropriate challenge through high quality tasks for enrichment and extension
- Flexibility to adapt to changing needs.
- Differentiation through stimuli, resources, tasks, outcomes and responses.
- Flexibility and variation over pupil grouping – ability, mixed ability, individual.
- Set individual targets and tasks where appropriate.

Proposed: April 2004

Adopted: April 2004

Reviewed by teaching staff: February 2008

Reviewed by Governors: May 2008

Reviewed: June 2012

## **APPENDIX 1**

# **POLICY FOR MORE ABLE LEARNERS**

## **GIFTED VERSUS MORE ABLE**

### **MORE ABLE**

Knows the answers.  
Is interested.  
Is attentive.  
Has good ideas.  
Works hard.  
Answers the questions.  
Top group.  
Listens with interest.  
Learns with ease.  
6-8 repetitions for mastery.  
Understands ideas.  
Enjoys peers.  
Grasps the meaning.  
Completes the assignments.  
Is receptive.  
Copies accurately.  
Enjoys school.  
Absorbs information.  
Technician.  
Good memorizer.  
Enjoys straightforward, sequential presentation.  
Is alert.  
Is pleased with own learning.

### **GIFTED LEARNER**

Is highly curious.  
Is mentally and physically involved.  
Has wild, silly ideas.  
Plays around, yet tests well.  
Discusses in detail, elaborates.  
Beyond the group.  
Shows strong feelings & opinions.  
Already knows.  
1-2 repetitions for mastery.  
Constructs abstractions.  
Prefers adults.  
Draws inferences.  
Initiates projects.  
Is intense.  
Creates projects.  
Enjoys learning.  
Manipulates information.  
Inventor.  
Good guesser.  
Thrives on complexity.  
  
Is keenly observant.  
Is highly self-critical.

Asks the questions.