



BIDBURY INFANT SCHOOL

Board of Governors

POLICY ON THE EDUCATION OF ABLE PUPILS

At Bidbury Infant School, we value the abilities and achievements of all our pupils (see School Values). All pupils have an equal entitlement to the whole curriculum. We are committed to ensuring the accessibility, flexibility and enrichment of the curriculum through differentiation of objectives and activities and by using a variety of teaching and learning styles (see Teaching and Learning Policy), according to the individual needs of the pupils.

Aims

We will:

- Set suitable learning challenges;
- Respond to pupils' diverse learning needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils;
- Value all children equally and encourage them to achieve, regardless of their abilities, behaviour and social, cultural and ethnic factors (see SEN Policy, Inclusion Policy Equal Opportunities Policy);
- Provide the children with a broad, balanced and relevant curriculum including the National Curriculum (see Curriculum and Planning Policy);
- Value and encourage parental contributions in promoting their child's development and learning.

Objectives

We will:

- Ensure that all able pupils experience an education matched to their intellectual capabilities which is broad, balanced, relevant and challenging and which leads to the achievement of the highest possible standards;
- Provide a framework of learning and teaching, including the National Curriculum, together with PSHE, citizenship and RE, through which pupils' thinking, knowledge and skills can be extended and enriched;
- Recognise and nurture specific aptitudes in particular areas as well as more general abilities;
- Identify high ability or talent through continuous assessment of attainment and progress in a wide range of contexts, eg. using Multiple Intelligence audits (without depending solely on tests occurring at a single point in a child's development);
- Provide able pupils with extension and enrichment work which will promote the development of higher-order thinking skills; this will usually be achieved through adapting the classroom curriculum offered to all pupils; occasionally separate work will be set;
- Offer a flexible and varied range of challenging opportunities to able pupils to promote a sense of enjoyment and excitement in learning;
- Actively involve able pupils, both in understanding how they learn and in negotiating their own targets for success;
- Ensure that, wherever possible, able children will be provided with appropriate work while remaining socially integrated with their peers;
- Recognise the right of able pupils to leisure, and ensure that any additional demands on able pupils will still allow them plenty of time to pursue leisure activities;

- Work actively to eliminate any negative peer-group pressure on more able pupils and promote a culture of high expectation and achievement.

Arrangements for able and talented pupil provision

Able Child Co-ordinator

There is a designated individual to be known as the Able Child Co-ordinator (ABCo) with responsibility for managing issues relating to able pupils and liaising with parents when appropriate. S/he will maintain records of the attainment of all those children identified as most able and exceptionally able (see below). S/he will liaise with both the leadership team and governing body as appropriate.

Admissions

Children are admitted regardless of their educational attainment or capacities (following LA and DFE guidance) as long as they fulfil the criteria laid down in the school's admission policy in line with the Special Educational Needs and Disability Act (2001) and the Disability and Equality Act (2010)

We value pupils of differing abilities and support inclusion. Diversity is not viewed as a problem to be overcome, but as a resource to support the learning of all (see Inclusion Policy). The Reception Year Team Leader will prompt the ABCo to make pre-school visits if the need arises. Admission to Reception is on a full time basis from the second week of term for all children. (see Admissions Arrangements). These arrangements are flexible to cater for individual needs.

Facilities

Within the school we have spaces available for withdrawal teaching and assessing if required.

Resources

Extension, enrichment and additional support for pupils is provided by the teachers and teaching assistants.

Resources are purchased or made as appropriate and are matched to recurring needs throughout the school.

Identification, Assessment and Provision

The most able and exceptionally able children are identified by their class teachers. Applying Hampshire guidance on definitions and five year trends in the Foundation Stage Profile and SAT's results we would expect around 4% of our children to fall within the more able category. However, we do not apply quotas. Classroom teachers and the ABCo assess how able our more able children are, using a range of strategies, including recording on multiple intelligence profiles.

Provision for able children includes:

- Irregular 'thinking clubs' offering opportunities for extending higher order thinking skills;
- Direct teaching of small groups by the teachers or support staff
- Programmes of observation and monitoring.

Curriculum

We provide effective opportunities for all using our innovative and responsive curriculum. (see Curriculum and Planning Policy) In our planning and teaching at Bidbury Infant School teachers set

suitable targets, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for both individual and groups of pupils.

Criteria for Success

The success of the policy for the education of able and talented pupils will be reviewed occasionally using the clearly defined criteria laid out in the national self evaluation criteria.

Complaints

We will work with parents and carers to ensure any difficulties are addressed with the class teacher. However, if necessary, the complaints procedure would be utilised (see Bidbury Infant School 'School Prospectus' booklet).

Staff

The roles and responsibilities of staff working alongside able and talented children are defined in the job descriptions file.

INSET

Strategies for developing the education of able and talented children will be included in the induction periods of new staff. However, appropriate further training will be offered when necessary or may be requested from the ABCo (see Staff Development Policy).

Training for the ABCo, teachers and teaching assistants is allocated from the main budget.

Support Services

As part of Management Partnership, Bidbury Infant School subscribes to the majority of support services provided by Hampshire County.

Partnership with Parents

We actively seek to work with parents and value the contribution they make, seeking their involvement as part of the home/school partnership of Bidbury Infant School.

Written - October - 2008

Reviewed – January 2012 Jan 2015

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