



# Uffington Church of England Primary School

'Optimum Solum Satis Est' - 'Only the best is good enough'

## Policy for supporting More Able and Very Able Children

### 1. Introduction

- 1.1. At Uffington School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable every child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as more able or very able.
- 1.2. In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. At Uffington School, however, we use the terms 'very able' and 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'.
- 1.3. We would assume in an average year that about 10% of the school population would be considered to be 'more able', and about 2% to be 'very able'.
- 1.4. This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.
- 1.5. The implementation of this policy is the responsibility of all teaching staff.

### 2. Aims and Objectives

Through this policy we aim to:

- Ensure that we recognise and support the needs of our more able and very able children, enabling them to fulfil their potential;
- Offer children opportunities to generate their own learning;

- Ensure that we challenge, extend and enthuse the children through the work that we set;
- Encourage children to think and work independently.

### **3. Identification of More Able and Very Able Children**

- 3.1. We use a range of strategies to identify more able and very able children; the identification process is ongoing and begins when the child joins the school.
- 3.2. As the children progress through the school, we monitor their progress; identifying them as more able or very able when they consistently achieve high levels across the curriculum, or in particular skills or subject areas.
- 3.3. We hold a register of more able and very able children which is reviewed annually in consultation with other members of staff.

### **4. Aptitudes in English and Mathematics**

- 4.1. More able and very able children in English are identified when they:
  - demonstrate high levels of fluency and originality in their conversation;
  - use research skills effectively to synthesise information;
  - enjoy reading and respond to a range of texts at an advanced level;
  - use a wide vocabulary and enjoy working with words;
  - see issues from a range of perspectives;
  - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.2. More able and very able children in Mathematics are identified when they:
  - explore a range of strategies for solving a problem;
  - are naturally curious when working with numbers and investigating problems;
  - see solutions quickly without needing to try a range of options;
  - look beyond the question in order to hypothesise and explain;

- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

### **5. Talents in Sport and The Arts**

We recognise those children who are talented in sport and the arts. We would expect the performance of these children to be higher than might be expected of children of the same age. Further opportunities to develop these talents are offered to these children.

### **6. Teaching and Learning Style**

- 6.1. Teachers in Uffington School plan carefully to meet the learning needs of all children. We give children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
- a common activity that allows the children to respond at their own level;
  - an enrichment activity that broadens a child's learning in a particular skill or area of knowledge;
  - an individual activity within a common theme that reflects a greater depth of understanding and a higher level of achievement.
- 6.2 More able and very able children have access to workshops organised by local groups of Primary Schools.
- 6.3. We offer a range of extra-curricular activities for all our children; these activities may also give more able and very able children the opportunity to further extend their learning in a range of activities.
- 6.4. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **7. Management Strategies**

- 7.1. The Headteacher and Special Educational Needs Co-ordinator co-ordinate the provision and practice within the school for more able and very able children. Their role includes:
- Ensuring that the register of more able and very able children is updated annually;

- Monitoring the progress of more able and very able children through termly staff meetings with teachers;
- Providing support and advice to staff on teaching and learning strategies for more able and very able children;
- Liaising with parents, governors and LA officers on issues related to more able and very able children.

7.2. Subject leaders collect samples of work from more able and very able children in order to demonstrate the standards that they are achieving. These examples are used to inform the process of identification of more able and very able children.

## **8. Monitoring and Review**

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Reviewed by the Curriculum and Standards Committee	November 2014
Reviewed by the Curriculum and Standards Committee	February 2017
Next review	February 2019