

Downs Way School Policy for Able/Exceptionally Able Pupils

Gifted and talented pupils are those who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school.
(DfE definition.)

Aims

Our school aims to provide all children with a challenging and rich curriculum. This will allow all children to develop higher order thinking skills and at the same time provide opportunities for able/exceptionally able pupils to work at their own level and pace thus realising their potential.

In line with our school ethos, we support the development of the whole child, whilst valuing and celebrating all the special abilities displayed by all children. We believe that some children have special abilities and talents and that nurturing these is our responsibility.

Abilities and talents

Able and exceptionally able children may display all or any of the following special abilities in any or all of the following areas:-

- Leadership skills
- Creativity
- Outstanding cognitive ability
- Physical talent
- Artistic talent
- Mechanical ingenuity

(Ogilvie 1973)

- Bodily kinaesthetic intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Musical intelligence
- Logical mathematical intelligence
- Spatial intelligence
- Linguistic intelligence

(Gardner 1983)

Provision

We offer an enriched, differentiated curriculum for all children. This is achieved in the following ways:-

1. Enrichment: There is a growing school of thought that many children who are accelerated through the curriculum do not develop the problem solving skills needed

for independent, investigational work. We therefore, aim to enrich the existing curriculum by planning for higher order thinking skills of analysis, synthesis and evaluation. All children should have access to this work. By planning for cross curricular links within a creative curriculum, we are able to offer all children access to the enrichment programme. Able/exceptionally able children may need much less time to master facts, skills and routines and instead of doing 'more of the same' can move on to more creative enquiries and pursue independent studies.

2. Within each curriculum area we provide extension materials. The nature of the subject is taken into account.
3. We try to keep a balance of open-ended activities to allow for maximum differentiation by outcome. This enables children of all abilities to be challenged at their level.

The policy will be monitored by the Headteacher. The Headteacher will monitor classroom provision within schemes of work, samples of work produced by children, teaching observations and discussions with staff.

Reviewed Summer Term 2013

Review Summer Term 2016

The creative classroom

Some attributes of a creative child:

- Self-disciplined
- Independent
- Zany sense of humour
- Tolerant of ambiguity
- A liking for complexity
- Excited by novelty
- Attracted by the unknown, the puzzling
- Open to new ideas

Requirements of a creative child:

- Acceptance
- An age appropriate peer group
- Counselling (if necessary)

Attributes of a creative classroom:

- Teacher valuing thinking more than memory
- Teacher role as guide and facilitator
- Balance between freedom and authority
- Children's contributions valued and respected

Teacher Recognition Checklist

Please read each item below carefully. Make a list of the pupils in your class who exhibit twelve or more of the characteristics listed below. Compare your observations with the lists completed by the parent and pupil. The **Special Abilities Scales** may then be used for selected individual pupils.

1. Learns easily
2. Displays curiosity
3. Displays a good sense of humour
4. Has a good memory
5. Good factual knowledge
6. Scores highly on standardised tests
7. Demonstrates a superior capacity for reasoning
8. Has the ability to work independently
9. Competent in symbolic activity - eg early reading
10. Good problem solving abilities
11. Enjoys using or making up complex rules
12. Possesses a broad attention span and can be engrossed in an activity
13. Persistence
14. Keen powers of observation
15. Interest in topics of complexity
16. Shows imagination and originality of thought
17. Enjoys organising events
18. Shows leadership qualities
19. Shows boredom with repetitive work
20. Chooses unusual methods of working
21. Has special interests
22. Wide vocabulary
23. Capable of analysing and evaluating