



Leicester Preparatory School

*More Able Children
Policy*

Last Reviewed: Sept 2018

Next Review Due: Sept 2019

MORE ABLE CHILDREN POLICY

Aims

At Leicester Preparatory School we endeavour to:

- develop each child's full potential in all areas; whether academic, artistic, physical, social or spiritual,
- Celebrate children's particular talents and actively encourage achievement.

In the light of these aims it is clear that we are committed to providing an environment which encourages all children to maximise their potential and this includes more able children.

Definition

To be regarded as more able is to demonstrate a significantly higher level of ability than most children at Leicester Preparatory School of the same age in one or more curriculum area.

It is worth remembering that more able children can be:

- good all-rounders;
- high achievers in one area;
- of high ability but with low motivation;
- of good verbal ability but with poor writing skills;
- very able with a short attention span;
- very able with poor social skills;
- keen to disguise their abilities.

Identification

We employ a number of methods of identification of the more able child:

- **Teacher nomination** - Teachers are best placed to identify more able children as they have a range of skills which enable them to do this. Judgements will be based on analysis of information from nursery schools, previous teachers, interaction with children, parents and professionals, on-going assessment, careful record keeping, collation of evidence and a range of formal and informal tests (e.g. optional SATs, SATs, reading tests, aptitude tests).
- **Tests and assessments** - Tests are only part of the picture as they test for particular abilities. However, both summative and diagnostic, general and subject specific assessment can be used to support other methods of identification.
- **Parental nomination** - The opinion of parents about their children is highly valued and will be taken into consideration but will also not be the sole method of identification. All parents consider their child to be special and believe that s/he is displaying exceptional ability but the school often recognises that ability may be similar to that displayed by many other children.
- **Provision** - By building challenge into our provision across the whole school (not just curriculum areas) more able children are likely to be identified.

Strategies

Opportunities for extension and enrichment are built into all aspects of our school provision.

We aim to:

- hold high expectations
- recognise achievement

- understand and acknowledge the importance of establishing what prior knowledge, understanding and skills children have so as to avoid unnecessary repetition of work which can be de-motivating
- use varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- differentiate by task (including differentiated homework)
- differentiate by outcome
- differentiate by support given
- provide challenging activities across the whole curriculum
- encourage all children to become independent learners by:
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical.

If appropriate, we make provision for children to work within a year group above their chronological age.

In this situation we will consider:

- academic ability and aptitude
- social maturity
- senior school requirements
- parental agreement.

Linked Policies

Assessment, Recording and Reporting Policy

Curriculum Policy

Teaching and Learning Policy