

# Cedars School of Excellence

## Able Child Policy

Cedars School seeks at all times to provide opportunities for all pupils to achieve their maximum potential. We recognise that, at any time, within the school population there may be a given number of able pupils. Throughout this policy we use the term 'able child' but recognise that this group may be referred to by a number of other descriptors such as exceptionally able, more able, very able, talented, gifted.

An able child may be one of outstanding ability in one or more areas – intellectual, creative, socio-emotional or sensorimotor. This may, or may not lead to outstanding performance in one or more fields such as writing, maths, science, technology, music, etc.

The 1993 SOED report, The Education of Able Pupils P6-S2, recommends that education authorities provide support to schools in the identification of able pupils and teaching strategies to challenge them.

Cedars School will seek to meet the needs of able children in a number of ways.

### 1. IDENTIFYING ABLE PUPILS USING FORMAL/ INFORMAL METHODS

Strategies used in identification may include:

- teacher observation (checklists)
- parental observation
- peer group nomination
- evidence from pupil's work
- pupil's own interests
- norm, standard and criterion-referenced tests
- national assessments
- evidence from out of school activities.

The identification process should:

- be school wide
- be systematic, dynamic and ongoing
- provide for early identification.

We recognise that certain factors may hinder identification:

- pupils disguising their ability in order to seek peer acceptance
- pupils disguising ability in order to avoid being different
- inadequate motivation.

## **2. PROVIDING TRAINING**

We will offer in-service provision as well as opportunities to attend courses and visit other establishments as this is appropriate to working with able children within the school. Requests and further information regarding this may be obtained through the Head teacher.

## **3. RECOGNISING PARENT PARTNERSHIPS**

We recognise that parents are partners in the education of their children and as such vital in terms of identifying and supporting able children.

We recognise that an able pupil may not always be confident and may be vulnerable to:

- low self-esteem
- bullying
- poor study skills
- social isolation
- concentration problems
- specific learning difficulties
- social and emotional difficulties
- behavioural difficulties
- retreating into his or her own private world.

Good relations with parents are fostered at all times and any concerns or difficulties should be raised with the Head teacher as soon as possible.

## **4. DETAILING TEACHING STRATEGIES**

The following teaching strategies should be modified and adapted to optimise the potential of able pupils. These strategies include:

- planning - curriculum flexibility, cross curricular projects, grouping, classroom organisation
- curriculum delivery - use of resources, differentiation, teaching styles
- learning styles - independent learning, cooperative learning, audio/ visual/ kinaesthetic learning
- posing open-ended questions, assignments and activities
- developing enrichment and extension materials to challenge and stretch able pupils
- raising pupil achievements through pupil involvement in setting targets and objectives
- additional extension homework
- involving outside agencies as required.

**UPDATED: 2010 - 2011**