



Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect others, human rights and their own and other cultures.

Rationale

In Our Lady of the Missions Primary School we are committed to the provision of the highest quality education for each child. All children are entitled to an education that is suited to their individual needs and abilities. We endeavour to create the optimum environment and ethos to encourage all our pupils to develop at a pace and in a way appropriate to them in an environment that challenges pupils and celebrates excellence. We focus on the development of the whole child, to develop their personality, health and wellbeing, skills and abilities both intellectually and socially.

In Our Lady of the Missions Primary, staff ensures that all children are treated fairly, equally and with respect. It is school practice to ensure equality in terms of opportunity, social background, race, religion, gender, sexual orientation and disability. Achievement and attainment for more able pupils will be monitored and support, challenge and opportunities provided to ensure equality.

All children should be provided with an enabling education with sufficient resources to allow the development of their talents to a high level, particularly when there is significant discrepancy between their potential and their performance.

(Too Clever By Half, Carrie Winstanley 2004)

The Additional Support Needs Act 2004, includes children who are highly able. The Code of Conduct which accompanies the Act states:

A need for additional support should not imply that a child or young person lacks ability or skills... more able children or young people may require a more challenging education provision than that of their peers.

(Code of Practice, 2005, Section 2.6, p21)

The need to challenge highly able pupils and ensure progression is highlighted below.

The entitlement to education is clearly not fulfilled by trying to teach a child something he/she mastered some years ago. It seems reasonable to suppose that the boredom and frustration characteristic of many gifted children are evidence of need.

(Dr Ruth Cigman, Univ. of London Birbeck College 2006)

Providing for highly able pupils can also help to counteract disadvantage. Direct intervention can help pupils from disadvantaged backgrounds and enable them to make greater use of their abilities in addition to raising their aspirations. Provision for the highly able pupil can ultimately help to raise overall standards in the school. The Curriculum for Excellence enables teachers to plan flexible learning experiences which challenge and stretch the able pupil.

Careful deliberation has to be given to the interpretation, articulation and execution of CfE if schools are to meet the needs of highly able pupils...Schools should ensure that personalisation and challenge are consistently provided to all but with particular consideration given to the provision for, and identification of, highly able pupils.

(We Count Too: Highly Able Pupils in Scottish Schools, Scottish Network for Able Pupils)

Aims

In Our Lady of the Missions Primary we aim to:

- ✓ provide a wide range of high quality interdisciplinary learning opportunities to develop each child, enabling them to reveal, display and extend their skills and abilities, importantly this includes pupils who display characteristics of being more able / talented in any particular aspect / curricular area.
- ✓ address the emotional and social needs of our pupils, especially where these needs cause barriers to learning.
- ✓ ensure challenge in the curriculum for all pupils, but appropriately increased challenge for our highly able pupils.
- ✓ recognise the abilities and talents of our pupils in a wide range of areas, not only academic areas.
- ✓ actively involve and engage children in their learning.
- ✓ recognise each child as an individual and aim to develop the whole child, developing a recognition and awareness of highly able and talented pupils and their strengths.
- ✓ continue to develop staff awareness, strategies and teaching skills to improve identification, teaching and support for highly able pupils.
- ✓ implement the Child's Wellbeing Plan to target support for highly able pupils.
- ✓ improve outcomes for highly able and talented pupils (especially for the most disadvantaged).
- ✓ promote out of school learning opportunities and support for pupils.
- ✓ provide a supportive and caring environment in which the special talents and aptitudes of each child will be valued and nurtured.
- ✓ offer support and advice to parents and involve parents in their child's education.
- ✓ Liaise with nursery and secondary schools to ensure smooth transitions from nursery to primary and primary to secondary and consider how combined learning opportunities might enhance learning.

Definition

A **highly able** child is one who achieves or who has the ability to achieve at a **significantly** higher level of ability in one or more curricular areas than most pupils of the same age. An **able** child is one who is **very capable**.

To ensure success of these pupils, both home and school must support innate ability. In addition to this, pupils need to be personally motivated and work hard.

High ability is just one factor in school success. Appropriate opportunities and appropriate support from home and school, along with hard work, practice and effort also contribute to school success.

(Scottish Network for Able Pupils, Guidance for addressing the needs of highly able pupils)

Gifted is often used to indicate special academic aptitude and **talented** to refer to pupils who are extremely able in the areas of creativity, sports and expressive arts. The Department for Education and Skills defines a gifted pupil as one who is in the top 5 – 10% of school population and talented –in the top 5 –10% with a domain specific ability in a non – academic area.

Words always come with baggage and meaning and the meanings will vary depending on your understanding and personal experiences. As such SNAP is less concerned about the labels we use and more concerned with how we challenge pupils. However, the following is a useful guide and is adapted from David George's work.

<u>Able Pupil</u>	<u>Gifted Pupil</u>
<i>Is interested</i>	<i>Is highly curious</i>
<i>Answers set questions</i>	<i>Discusses in detail</i>
<i>Knows the answers</i>	<i>Asks the questions</i>
<i>Grasps the meaning</i>	<i>Draws inferences</i>
<i>Learns Easily</i>	<i>Already Knows</i>
<i>Enjoys the company of peers</i>	<i>Prefers the company of adults</i>
<i>Absorbs information</i>	<i>Manipulates information</i>

(Scottish Network for Able Pupils, Frequently asked Questions
<http://www.gla.ac.uk/schools/education/ablepupils/information/faq/>)

Identification

Before identifying children as more able in a particular area, we should aim to ensure that all pupils have had opportunity to learn and succeed in this area. This makes the identification process fair.

Identification is a continuous process. It is the skill of a good teacher to create conditions for learning in which there are opportunities for more able / talented pupils to demonstrate their high ability. Stretching and challenging opportunities in every class are essential for effective identification practice.

Identification will make use of both quantitative and qualitative assessment data. Teachers will be vigilant in identifying more able pupils and will use their judgements rather than relying solely on assessment results.

In Our Lady of the Missions Primary School we use a variety of methods to identify highly able pupils including:

- ❖ Teacher observation, assessment and nomination
- ❖ Standardised Test results (including Baseline) at P1, P3, P5 and P7
- ❖ CfE Assessment results and moderation at all levels
- ❖ Parental nomination

Although accurate records should be kept and we should have a list of our highly able pupils, the **emphasis** should be on providing an appropriate, challenging and supportive environment rather than on labelling any particular child.

We will review our list of highly able /talented pupils in January and in June each year at professional dialogue meetings.

We need to be alert and note the less obvious highly able pupils in groups such as underachievers, EAL and pupils with disabilities. Our identified list should broadly represent the school population and we should be continually *talent spotting*.

Organisational /Procedures /Classroom Strategies:

We will ensure opportunities for extension and enrichment are built into all our curricular policies. Teachers are responsible for demonstrating in their plans that there is provision for the more able child.

We aim to:

- ✓ maintain an ethos where achievement is recognised
- ✓ encourage all pupils to be independent learners by assuming greater responsibility for their learning
- ✓ be aware of the effects of different cultures, bilingualism, gender and social circumstances on learning and high achievement
- ✓ encourage pupils to make choices about their work
- ✓ provide opportunities for pupils to work with like-minded peers
- ✓ help pupils to develop the ability to evaluate their work allowing them to become self-critical
- ✓ give highly able pupils opportunities to develop specific skills or talents but not to the exclusion of other skills (especially social skills)

For all pupils, but especially the more able, we understand the importance of establishing prior knowledge, understanding and skills they have in order to avoid repetition of work which can be extremely demotivating.

Types of Provision:

Differentiated programmes of work, extension and enrichment across all areas of the curriculum:

- ❖ Differentiation by task (including differentiated homework)
- ❖ Differentiation by outcome including some differentiated resources
- ❖ Extension / enrichment (but not more of the same!). Enrichment activities supplement the original task helping to broaden the child's skills and activities and increase the depth of study in a particular area
- ❖ Independent, open-ended tasks
- ❖ Higher order questioning
- ❖ Maths challenges and external competitions
- ❖ Varied and flexible pupil groupings, sometime allowing able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups. Able pupils can act as learning monitors to less able peers.
- ❖ Appropriate access to ICT resources including software and more able child websites
- ❖ Skills in locating library resources
- ❖ Skills in research techniques (to promote independent learning)
- ❖ Some opportunities to work with older / younger children
- ❖ Range of working contexts to promote cooperative and independent learning
- ❖ Involve pupils in setting individual targets and the creation of plans
- ❖ Ensure that teachers have high expectations
- ❖ Out of class activities – enrichment sessions, clubs, music, art and sport.
- ❖ Planned involvement of parents and external expertise where appropriate
- ❖ Specialist teaching /specialist in residence
- ❖ Enrichment classes / competitions / challenge groups
- ❖ Particular curricular opportunities such as writers' workshops/ performing arts workshop/ movie club / debating group
- ❖ Opportunities to access 'Challenge Box' materials and 'apps' digitally within each department
- ❖ Opportunities to extend thinking skills – problem solving and higher order skills
- ❖ Joint workshops in conjunction with Cluster schools (including secondary) in subjects to enrich their learning

We recognise that because each child is different, a specific programme may be needed to meet the needs of an individual. We are also aware that many of the needs of the child can be met outside the school timetable as well as within it. (such as music / other language classes / drama groups /art school / sports activities)

Resources

In addition to the suggested provision / activities listed above, there are Maths and Literacy resources for highly able pupils and reference books for further reading in the Staff Library./ CPD Area

Links to relevant websites and resources to support highly able pupils across the curriculum can also be accessed through the Staff Section on GLOW.

Review

The Head Teacher is responsible for monitoring this policy. It will be evaluated and updated in October 2018 in consultation with staff, pupils and parents.

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