

King Edwin Primary & Nursery School

Policy for Higher Ability Learners

V.2 Reviewed 01.09.24



INTRODUCTION

Like every other pupil, those deemed to have exceptional abilities and talents deserve our attention and our consideration of their particular needs and how to meet them at King Edwin Primary School.

‘Every child wants to be good at something, and every child can be.’ Professor Joan Freeman, Patron of NACE, How to Raise a Bright Child

‘Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.’ Professor Deborah Eyre, 2001.

Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

AIMS

- To provide all of our pupils with the educational experiences and opportunities that will enable them to discover and fulfil their own potential
- To recognise the children that are ‘More Able’ and develop strategies and activities that will enrich and extend their learning or talents
- To recognise that children may have gifts or talents in a variety of ways and that these may include the art, music, drama, sport, RE, MFL and computing as well as the academic subjects

NACE Award:

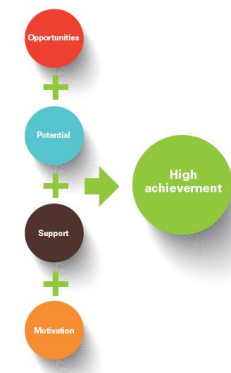
In 2020 we successfully became a member of NACE (The National Association for Able Children in Education). NACE is a company limited by guarantee and a registered charity. It was established in 1983 by members of the Schools Council Gifted Child Project to bring together and support all those with an interest in the education of able, gifted and talented children. We are currently working towards the NACE Challenge Award. This is a national award for excellence. Schools that are successful in gaining the award have high quality provision for all students and more able students in particular.

Why ability is not enough:

Success in school and in life is not down to ability alone. Likewise, personal fulfilment and professional success are rarely due to one factor alone. We know that self-confidence and self-belief, determination, willingness to work hard and personal motivation are very important. Opportunities to find out what you're good at, to know what future opportunities are open to you, and the encouragement and support of others are also vital. Parents and carers can provide some if not all of these.

Success emerges from a constellation of:

- Opportunity
- Ability in specific areas
- General intellectual ability
- Positive external factors, e.g. family, school
- Persistence
- Self-esteem and self-belief.



(Please see Appendix 4; informed Parent/Carer for more details).

In the classroom:

Our curriculum is designed to provide challenge for all, particularly the more able students. We provide a rich, stimulating environment and students are given a wide range of learning opportunities in lessons. They are encouraged to think and respond creatively to different topics. Lessons are thought provoking and we support students to think of unexpected answers and solutions to problems. We will be setting up opportunities for younger students to work with older students across the school. We also use Blooms Taxonomy to create meaningful and measurable learning objectives, which can also help challenge more able learners through questioning.

Outside the classroom:

We know that new interests can be sparked and skills developed by experiencing learning outside of the classroom. We target specific opportunities for students who have shown particular abilities in any area of the curriculum.

Parents and Carers:

Parents have a lasting impact on their children's lives. They can have the greatest influence on their achievement and success through providing early experiences which encourage children to enjoy and develop their learning. By exposing their children to new experiences, by engaging with them through talk and discussion, by giving them encouragement and support, parents enhance their children's ability to think creatively and critically, and stimulate their curiosity about the world.

The biggest contribution a parent can make to their child's education is to be interested in and appreciate what they are doing, know what they are interested in, and support them in what they do.

This does not mean that you have to be an expert in all school subjects or that you need to be "on their case" all the time. Gentle encouragement, interested questioning, concern when you feel there is a problem, and a habit of showing curiosity about the world yourself are all very important. Talking with and listening to your child are among the most important factors in the development of language.

Skills for Staff:

We welcome links with local schools. If you want to come and see how we support our more able students to achieve excellence, please contact the school office to find a time to come and observe a lesson or meet some of our teachers.

Useful links

www.nace.co.uk/challenge-award

<http://www.londongt.org/>

Appendices:

Appendix 1	The Essential Guide to leading developments for more able and talented learners
Appendix 2	The Essential Guide for the informed beginning teacher
Appendix 3	The Essential Guide for supporting the exceptionally able
Appendix 4	The Essential Guide for parents and carers of more able learners
Appendix 5	The Essential Guide to identifying and supporting more able learners in the early years foundation stage

Please request any of the appendices for documentation.