



Challenging Children's Minds: Policy for Provision for More Able

At Hudson Road we believe that no limits should be placed on what children can achieve.

Introduction

At Hudson Road Primary School, we are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. Teaching and learning maximises opportunities and develops children's confidence so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented.

Aims

- To nurture specific talents and skills
- Provide opportunities for challenge including the opportunity to work at high cognitive levels in academic areas or a chance to aspire for creative or physical excellence
- To encourage children to stretch themselves and take risks in their learning.
- To use child-centred learning to promote and encourage independent learning and deeper thinking skills.
- To provide low threshold, high ceiling challenges to allow children to 'shine' and exceed their own expectations
- To develop new skills and avoid self-limiting attitudes.

Definitions

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

Able learners are defined as those who have abilities in one or more subjects in the school curriculum.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Identification of Gifted and Talented and More Able pupils.

GTMA pupils are identified by teaching and support staff as well as parents, carers and the children themselves.

Identification must also be based on ability, not on achievement. Some children can "underachieve" for a variety of reasons and all staff need to be aware of this and look for "hidden talents."

Gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills
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Provision

At Hudson Road the main focus is to provide effectively for able pupils in day-to-day teaching and learning. There are three basic ways of meeting the needs of gifted and talented pupils:

Enrichment consists of broadening a pupil's curriculum and experiences.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills through open ended investigation.

Opportunities for extension and enrichment are built into all our schemes of work across all curriculum areas.

Accelerated consists of enabling pupils to access work which would typically be for older pupils. This can occur through allowing pupils to access all or part of the curriculum or differentiated teaching using the age related expectations from another year group.

How can we challenge?

An ethos of high expectations:

- ✓ Appropriate extension material including low threshold/high ceiling challenges.
- ✓ Tracking progress and identifying potential
- ✓ Promoting independent learning skills
- ✓ Nurturing potential
- ✓ Stretch and challenge with effective learning opportunities built into lessons
- ✓ Inspiring children to take risks in their learning.
- ✓ Raise expectations for children and yourself

- ✓ Support children to 'work beyond' comfort zone
- ✓ Foster relationships to develop confidence and self-esteem in children: No limits.
- ✓ Involving parents and carers in their child's learning journey
- ✓ Develop CPD skills for staff in ensuring current thinking and relevant strategies are implemented

Effective Teaching and learning strategies for GTMA Pupils

- ✓ Give children time to think for themselves
- ✓ Raise level of questioning - open-ended
- ✓ Listen to children's voices
- ✓ Be open to creativity and let the children set the agenda
- ✓ Personalise learning for children - not all children are the same
- ✓ Create a visual environment to stimulate minds
- ✓ Go outside and beyond school
- ✓ Have a mindset to promote excellence

Monitoring Achievement

- ✓ See Target Setting Monitoring Policy
- ✓ See Assessment Policy
- ✓ Termly whole school reviews of each cohort looking at attainment and progress
- ✓ Teachers present their own class data
- ✓ Phase Leaders monitor planning and progress