



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

ACADEMICALLY ABLE CHILDREN POLICY 2016-17

At St Augustine's Catholic Primary School we aim to provide good learning opportunities for all pupils including more able pupils.

PROVISION

We aim to ensure that Academically More Able pupils have the following provision:

- a challenging curriculum which provides extension and enrichment
- opportunities to further develop individual abilities
- stimulation and success
- celebration of achievement
- encouraging independence and self-assessment
- inclusion and equality of opportunity
- personalised learning opportunities
- opportunities to learn in the wider community
- celebration of excellence
- effective monitoring

DEFINITION

Academically More Able pupils:

Excel in at least one academic subject e.g. Maths, English, Science, or Computing

IDENTIFICATION

Academically More Able pupils find it easy to learn and achieve at least 2 sub levels above the National average for their year group in academic subjects.

Academically More Able pupils may be identified in the following ways:

- teacher assessment in liaison with colleagues and parents.
- quantitative data used for testing e.g. SATS, Reading tests or other assessment
- qualitative data such as observations, performance, self or peer nomination

Identified pupils will be placed on a register of Academically More Able pupils, and parents will be informed at the first parents evening of the year. The register will be reviewed in the autumn of each year and children may be included or removed as appropriate at that time.

PROVISION

Academically More Able pupils may be offered the following provision:

- differentiated curricular activities by varying the task, outcome, or resources used, higher order questioning, additional support, pace or choice of activities

- extra curricular or enrichment activities within and outside school
- support through links with outside agencies e.g. Local secondary schools
- special projects, activities and competitions

MONITORING

Class teachers and SLT will regularly monitor the progress of Academically More Able pupils in line with the school's normal assessment and review procedures. This policy will be reviewed every two years.

Identification: Key Messages

- Identification is not an end in itself, nor is it an exact science
- The most effective form of identification is classroom provision that offers opportunities for all forms of ability to be demonstrated
- To be inclusive, the process of identification will uncover pupils with potential as well as those already performing at a high level
- To be effective, the process of identification will use information from a wide range of sources, including parents and pupils

Children and young people with one or more abilities developed to a level significantly ahead of their year group or with the potential to develop these abilities.

Academically More Able children may exhibit some of the following:

- have a wide vocabulary
- have learnt to speak early
- ask lots of questions
- grasp new concepts earlier than others
- have a retentive memory
- be curious and able to concentrate for long periods of time on things they are interested in
- have a wide general knowledge
- enjoy problem solving
- have an unusual and vivid imagination
- show strong feelings and opinions
- have an odd sense of humour
- be perfectionists
- set high standards for themselves
- get bored easily

Agreed by Governors and staff April 2014