

# Purley Partnership Federation



PURLEY NURSERY SCHOOL

**Purley Nursery School**

*Achieving and growing together*



**Christ Church Primary School**

*Nurturing lifelong learners with God's guidance*

## Exceptionally Able Learners Policy

*Revised January 2018, to be reviewed January 2021*

### Aims

#### Principles and beliefs:

- We welcome all children into our schools with equal warmth, acknowledging the contribution that each child makes to the happiness of our school communities.
- We perceive all children as being 'special' with their own unique gifts, talents and needs and treat them as individuals.
- We are wholeheartedly committed to enabling all children in the primary school to have the best possible access to the National Curriculum and in the Early Years Foundation Stage Curriculum.
- We see the progress of all children as being the responsibility of every staff member of our school communities.
- We value and encourage our partnership with parents.
- We equally celebrate the efforts and achievements of every child.
- We aim to motivate and encourage all children intellectually, spiritually, emotionally, socially and physically so they can achieve their very best.
- It is recognised that given the right opportunities any child can emerge as exceptionally able in any aspect of learning at different points throughout the school. Intelligence is cultivated through learning and is not a fixed trait.
- It is acknowledged that harm can be done by labelling children as exceptionally able both in terms of the expectation placed on the individual and the impact it has on those who are labelled, by default, as not exceptionally able. Therefore, teachers will track exceptionally able learners and attempt to identify those who are emerging as exceptionally able in order to meet their needs. The 'register' of these children will be very 'fluid' and reviewed regularly.

#### Vision for provision for exceptionally able learners and potentially exceptionally able learners

#### *Organisation*

- Exceptionally skilled learners will be identified through the use of class profiles each term recognising that some children may move in or out of this group according to their development.
- A range of criteria are used to identify these children – see below.

- Provision for such learners will be flexible and adaptable to meet their differing needs.
- There will always be opportunities in day to day learning for challenge for exceptionally able learners through differentiation. Planning shows differentiation indicating possible lines of enquiry or extension tasks.
- Each class in Christ Church School has additional support from a highly skilled TA to specifically target the development of exceptionally skilled learners through enrichment opportunities. The subjects and skills covered at this time changes to allow for this support to be used in a range of different areas.
- Adults act as facilitators helping children to solve problems. They will recognise, support and challenge children to take control of their learning.
- Evidence of successful provision will be shown in children's own reflections and evaluations of their learning, teacher lesson evaluations, photos, videos, lesson observations.

### *Organisation from the children's point of view*

- Children experience an exciting and challenging curriculum within the class setting.
- Open ended tasks and questions in every area of learning challenge children to reach their potential without underlying presuppositions about expected attainment.
- Children increasingly think of ways to challenge themselves, take control of their learning, access resources independently and have the opportunity to be highly creative. They use their initiative and generate lines of enquiry to pursue.
- Children teach other children. Reluctant learners are stimulated by others to try a fresh approach.
- Higher order skills such as thinking, problem solving and team work are developed.
- Children increasingly take risks because their ideas are valued and because they have developed the skills to cope with setbacks, difficulties and mistakes
- Children achieve 'extraordinary' results – exceeding our expectations.
- Children will understand the learning process including how they learn best, how they can 'get better', and that intelligence can be developed through learning and is not fixed.
- These opportunities are available for ALL children recognising that given the right opportunities children can emerge as exceptionally able at different points throughout the school.
- Children will experience flexibility in the organisation of learning to varying degrees across both schools so that they can pursue a line of enquiry beyond timetable boundaries.

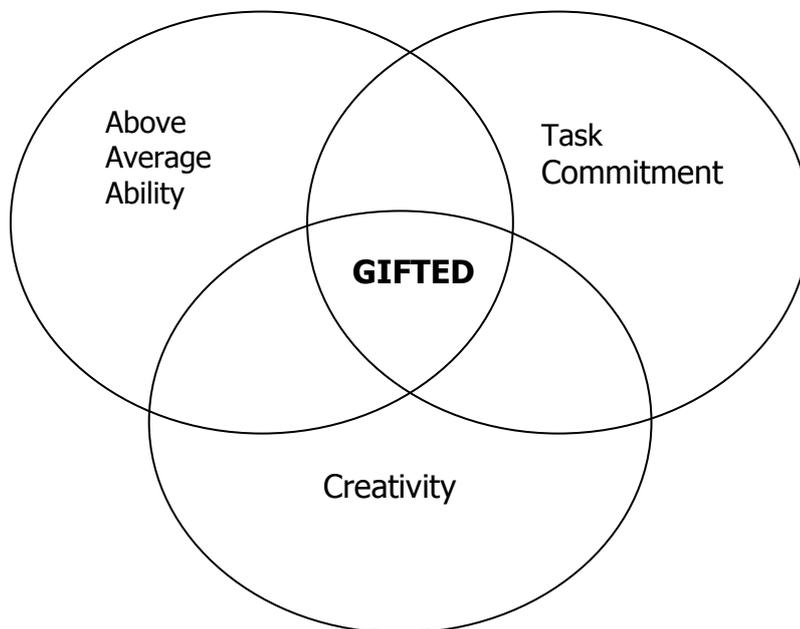
### **General characteristics of Able Learners**

He or she may

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child

- Communicate well with adults – often better than with their peer group
- Have a range of interests, some of which are almost obsessions
- Show unusual or original responses to problem solving activities
- Prefer verbal to written activities
- Be logical
- Be self-taught in their own area of interest
- Have an ability to work things out in their head very quickly
- Have a good memory that they can access easily
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination/sense of humour
- Be sensitive and aware
- Focus on their own interests rather than what is being taught
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership
- Not necessarily be well behaved or well-liked by others
- Tries Hard

Our identification of exceptionally able learners is based on Joe Renzulli's three ring model (Gifted) - [www.gifted.uconn.edu](http://www.gifted.uconn.edu)



### **Monitoring and Evaluation**

- Progress review meetings will be held termly which will analyse the progress of all children including those able children who may be at risk of underachievement.
- The leadership group will monitor provision for the able children through work scans, planning scans, talking to children, talking to staff and progress review meetings.
- A governor holds an annual meeting with the 'able learners' leader to review and evaluate provision for exceptionally able learners and report this to the governing body.