



## **Rationale**

Belmont House School values all children equally and endeavours to ensure that each child has the opportunity to realise his/ her potential. Our School may have, at any time, a number of able pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

It is often the pupil with more ability who is least likely to receive additional attention or support, there being an assumption that he/ she will succeed by virtue of natural ability. It is important to acknowledge that all pupils are individuals with their own additional support needs. In the case of able children, appropriate provision does not necessarily imply additional resourcing. Needs may be met by offering alternative methods and approaches. Establishing programmes to support able pupils can ensure not only these children make the best use of their aptitudes and skills but also that all pupils benefit from an overall approach to raising attainment and achievement plus standards across the school.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and ability to process ideas and information. It also recognises that a child may possess potential although performance may not currently reflect this.

This policy is addressed to all staff, specialist teachers and parents. It takes into account the policies and documents which have particular significance relating to the curriculum, learning and teaching, namely:

- Strathclyde Regional Council Department (1992) Every Child is Special: A Policy for All, Glasgow : SRC
- S.O.E.D.(1993) The Education Of Able Pupils P6-S2, Edinburgh: S.O.E.D
- Disability Rights Commission, Disability Discrimination Act 1995, London : TSO
- S.C.C.C.(1996) Teaching for Effective Learning, Dundee: HMSO
- S.O.E.I.D. (1996a) Achievement for All, Edinburgh: HMSO
- S.O.E.I.D. (1996b) Improving Achievements in Scottish Schools, Edinburgh: HMSO
- S.O.E.I.D. (1998) A Manual Of Good Practice, Edinburgh, S.O.E.I.D.
- S.E.E.D. (1999) Raising Standards, Setting Targets, Edinburgh: S.E.E.D.
- S.E.E.D (2000) Success For All, Target Setting Within Individualised Educational Programmes, S.E.E.D. 2000
- Special Educational Needs, 5-14 Documents
- Scottish Executive, Race Relations( Amendment ) Act 2000
- Scottish Executive, Special Educational Needs and Disability Act 2001 (SENDA)
- Disability Rights Commission (2002) Code of Practice for Schools, London: TSO
- Scottish Executive, Education(Disability Strategies and pupil's Educational Records) Act 2002 (DISPERA)
- Scottish Executive (2003) Moving Forward, Edinburgh: Scottish Executive
- Scottish Executive, The Education ( Additional Support for Learning) (Scotland) Act 2004
- Scottish Executive, The Disability Discrimination Act 2005
- Scottish Executive, Scottish Schools (Parental Involvement) Act 2006
- OECD, Quality and Equity of Schooling in Scotland, Report 2007



## **Whole School Responsibility**

In order for more able pupils to receive a uniform approach, it is necessary for all staff to be aware of this policy and to act upon it. We need to provide a consistent approach and to be aware that able pupils have as much need of differentiated work as any other pupil. Each department should develop their provision and include it in their handbook.

### **Aims:**

- to have a shared understanding of the term “more able”
- to raise staff awareness of the range of strategies
- to work in partnership with parents/guardians to help them promote children’s learning and development
- to create an ethos of achievement in which diversity and attainment are celebrated, with a focus on individual pupils and on the whole School
- to recognise that each person has a unique, and sometimes uneven, profile of abilities and has the right to appropriately challenging and enjoyable educational experiences. Reference to the information gained through Cognitive Abilities Test (CAT) digital profiles will assist in the identification of pupils’ unique profiles
- to set goals and ensure planned progression
- to stress the importance of early identification and intervention whilst acknowledging that there must be a continuous assessment process to take into account those pupils whose marked aptitudes develop at a later stage
- to encourage an awareness of multiple intelligences and of the need to develop the whole child considering teachers, pupils and parents
- to develop skills of critical thinking and reflection with a view to creating independent autonomous learners.

### **Definitions**

A definition for pupils requiring consideration as being able are those who:

- perform well and progress faster than others across most or all areas of the curriculum
- have particular aptitudes within a small group of subjects
- have a particular skill or talent in one particular area
- are seen to be under-challenged

Up to 20% of the school population could be described as able. The Scottish Office Education Department P6-S2 Report by HM Inspectors of Schools states that included in this group will be a few pupils who can definitely be defined as truly gifted in a particular aspect or subject. Traditional definitions are narrow and imprecise and we should be asking, “How are you smart?”

Eight areas of ability are suggested for consideration with the proviso that each pupil should be regarded as having his/ her unique pattern of strengths and difficulties:

1. **verbal-linguistic** intelligence deals with words and language, both written and spoken.
2. **logical-mathematical** intelligence deals with inductive and deductive thinking, numbers, numbers and abstract patterns, sometimes called scientific thinking.
3. **bodily kinaesthetic** intelligence relates to the movement and the wisdom of the body: uses the brain’s motor cortex, which controls bodily motion.



4. **visual-spatial intelligence** relies on the sense of sight and the ability to visualise: includes the ability to create mental images.
5. **intrapersonal intelligence** relates to self reflection, meta-cognition, awareness of internal states of being
6. **interpersonal intelligence** is concerned with person to person relationships and communication.
7. **music-rhythmic intelligence** deals with recognising patterns, sounds, rhythms and beats.
8. **emotional intelligence** deals with self awareness, managing emotions, motivation, empathy and social skills.

## **Approaches**

- **Creating an ethos of achievement**
  - all children need praise and the younger they are the more explicit it needs to be
  - pupils derive a great deal of satisfaction and encouragement from seeing their work displayed either within the classroom or to a wider audience
  - the ultimate aim is to create a home, school and class room ethos where abilities are recognised, celebrated and allowed to flourish
  - award systems should be organised in such a way that the widest possible range of achievements is recognised.
- **Teacher's role**
  - Teachers can and do make a difference. Their expectations have an important and pervasive influence on pupils' attainments. They should:
    - take steps to identify the able within their classroom
    - agree, plan and implement appropriate provision
    - record strategies used
    - review provision regularly
    - provide appropriate challenges and the opportunity to develop the skills with which to meet these challenges.
    - make it safe to take risks and learn from mistakes
    - develop pupil confidence to formulate and articulate far reaching goals
    - establish and maintain good relationships, which is likely to result in increased levels of self esteem and self confidence.

Successful learners are those supported by family, peers and school. It is our task to enable all our pupils to achieve all they can.

- **Identification**
  - early intervention for able pupils is essential so that effective management and planning for teaching is possible. Parents and pupils should be regarded as partners with staff in this process.
  - it is important, however, to be aware that children develop at different rates. Thus an ongoing approach to the identification of special ability is necessary if late developers are not to be overlooked. Intelligence is no longer regarded as static, fixed, hierarchical and independent of context.



- whole brain learning needs to be considered. It can include creativity, foresight, receptiveness and adaptability to change, and an unusual capacity to solve problems. Motivation, commitment and an ability to make relationships and/or be self aware may also

be significant. These assets need to be recognised in addition to the more traditional areas of high achievement, such as Language, Numeracy and aesthetic subjects.

- it is important to identify as early as possible any child who is underachieving and under-challenged. They may give the appearance of doing well but could be challenged a good deal further.

Identification of the able may be done by:

- class/subject teacher observation
  - reports from previous school
  - pupil's work
  - parent or child referral
  - Support for Learning staff referral
  - curriculum based assessment
  - Cognitive Abilities Tests
- **Support for Learning's role**
    - to liaise with class teachers/ tutors
    - to work with the teacher to support the pupil and plan provision
    - to communicate with parents when necessary and keep them informed
    - to liaise with outside agencies when appropriate
    - to review provision regularly
    - to liaise with the Principal
    - to review effectiveness of the policy

## **Curriculum Organisation**

Curriculum breadth and balance is just as important for able pupils as it is for all the others, while curriculum depth should also be considered. The School will explore opportunities for cross-curricular activities and will seek to discover and utilise a range of strategies and approaches to improve the teaching and learning of the able. A flexible approach is essential. This may include:

- **Organisational responses:**
  - setting
  - ability grouping
  - acceleration
- **Curricular approaches:**
  - differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
  - enrichment/extension activities
  - use of open- ended questions and tasks



- competition against self through target setting
  - challenge within subject areas/problem solving
  - independent learning
  - whole class teaching
  - paired learning/peer support/cooperative learning
  - opportunities for thinking skills and creativity
  - use of ICT
  - differentiated homework
  - IEPs when appropriate
- **Extra-curricular activities:**
    - School clubs
    - sporting/musical activities
    - the use of debate
    - visits to theatres, places of interest
    - competitions etc.
    - outside agencies/ societies/national associations
    - the internet
    - the use of the library.

### **Pastoral Care**

The School will offer opportunity without pressure. It will take into account at all times that we deal with the whole person and their additional support needs. The most able need a high level of support, which can be given through the pupil/parent/teacher relationship and the Tutor System.

Pastoral care is a joint concern and a partnership between School and parent is essential to encourage and support the child. Parents must be kept well informed so that all information is shared.

### **Process for Review**

The policy, processes and identification of the more able will be reviewed and monitored on an ongoing basis.