



The Kingswinford School (Academy)

Exceptionally Able Policy

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Consultation Schedule:

To: Finance and General Purposes Committee :	27th January 2014
To: All Staff	28th January 2014
To:	
Feedback by email to P Guest, Clerk to the Governing Body	: 9.00 am 14th February 2014
Feedback and Policy to be considered at Finance and General Purposes Committee on	: 3rd March 2014

Exceptionally Able Policy September 2012

Aims

At The Kingswinford School we are committed to providing an environment which encourages all students to maximise their potential. This includes students who display some form of exceptional ability.

Definitions

An exceptionally able pupil is one who is in the top 2% of the AGT population nationally. An exceptionally able pupil is one who has the capacity for or demonstrates high levels of performance in an academic area or in a non-academic area, including:

- Visual and performing arts and sports
- Leadership ability
- Creative and productive thinking
- Mechanical ingenuity
- Special abilities in empathy, understanding and negotiation

Inclusion and Identification of the Exceptionally Able Students

Before identifying any pupil as exceptionally able in a particular area, we aim to ensure that all students have had the opportunity to learn and succeed in this area. This makes the process of identification fair. An exceptionally able pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher referral
- Assessment results
- Peer referral
- Parental/carer referral
- Identification by a previous teacher, previous school, external agency or organisation
- Self referral

Underachievement

At The Kingswinford School we recognise that exceptionally able pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Exceptionally able but with a short attention span
- Exceptionally able but with a learning difficulty or disability which makes their achievements
- Exceptionally able with poor social skills
- Keen to disguise their abilities, sometimes because of peer pressure

Identification Criteria

Identification criteria for the able and gifted are included as Appendices with each policy document and can also be found at

www.ncca.ie/uploadedfiles/publications/Except%20Able_Glines.pdf

See also Policy for AGT. In the case of an exceptionally able, gifted or talented pupil, specialist or expert advice will be sought.

Record Keeping

Pupil data is reviewed termly by the class teacher and Lead Teacher for AGT in Pupil Progress Meetings. If a pupil is not reaching his or her full potential, or has achieved the set targets, new arrangements and where necessary new targets will be set.

Provision of Exceptionally Able

Opportunities for personalised extension and enrichment activities will be provided for the exceptionally able pupil. Opportunities are provided through Challenge Activities and differentiated class work.

We aim to:

- Maintain an ethos where it is acceptable to be bright
- Encourage all students to be independent learners
- Recognise achievement
- Be aware of the effects of ethnicity, bilingualism, gender, religion and social circumstances on learning and high achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriate level
- Provide opportunities for all students to work with like minded peers.

Types of Provision

Classroom differentiation

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks.

School based provision

This may include:

- School based clubs
- School Councils
- Enrichment opportunities
- Opportunities for performance
- Artists in residence
- Specialist teaching

The school will endeavour to link with other providers of opportunities for pupils with exceptional abilities – local, national and international organisations, competitions, festivals, partnerships with other secondary schools and businesses. Students will be encouraged to fulfil their potential in those areas in which they are exceptionally able without reducing the breadth of their curriculum and personal experience.

Personal Development

Class work and work outside the classroom includes a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that the way that pupils work in teams and support each other when discussing ideas or collecting resources and materials, supports their social, personal and emotional development. Some exceptionally able students find working in teams easy; others show excellent social and leadership skills but others find 'team work' more difficult.

The school aims to develop all the abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create a climate in which pupils are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

Leadership and Management Roles

Miss J Sylvester (Leader Teacher for AGT) is responsible overall for the implementation of the Exceptionally Able policy.

Process for Review and Development

This Policy will be reviewed annually.

Policy Date: September 2012