ST. JUDE'S CATHOLIC PRIMARY SCHOOL

ABLE CHILD POLICY.

1. MISSION STATEMENT.

At St. Jude's Catholic School we will support our children to enable them to reach their full potential, thereby empowering them to be caring individuals capable of critical independent thought.

2. PHILOSOPHY

At St. Jude's School we believe that all children should be valued and respected as a gift from God. Each child is unique, they bring to school a wealth of personal experiences knowledge, skills and attitudes. (**See Equal Opportunity Policy)**
All children have a right to an education suited to their needs and situations. The best provision for able children is determined mainly by the quality of teaching provided for them. The best teaching for able children challenges them by extending their thinking, understanding, knowledge and skills. We aim to consistently provide learning opportunities for our able children that offer challenge, intellectual stimulation and an enriched curriculum.

3. AIMS

Our main aims are to:

- Develop the specific skills and talents of each individual child.
- Recognise each child as an individual and be concerned for the whole child, both socially as well as intellectually.
- Inform and involve governors about the school's provision for the able child.
- Work largely within the classroom environment.
- Provide and make resources available to facilitate children's learning.
- Record and review progress.
- Inform and involve parents.
- Consult and liaise with other agencies where appropriate.

Guidelines for practice at St. Jude's School.

Definitions.

We have used the criteria for able child to refer to any child within what is approximately the top 15-20% of the ability range.

Abilities we have recognised are:

- High intellectual ability.
- Specific aptitude in one or more subjects.
- Creativity.
- Leadership skills.
- Ability in creative, artistic and performing arts.
- Specific sports abilities.

Identification.

Identification is used to ensure effective and suitable provision. By identifying the able pupil, teachers can assess needs which should inform the planning of work to ensure appropriate pace, rigour and challenge.

At this school we use a variety of methods to identify the able pupil. These include:

- Teacher observation, assessment and nomination.
- Checklists.
- Background knowledge of the individual.
- Testing: baseline assessment, results of national tests by key stage, MacMillan reading tests, other reading tests, NFER and other standardised tests, Daniels and Diack spelling test.

Effective learning.

Opportunities for effective learning and teaching for the able pupil can take place through:

- An enriched and relevant curriculum.
- A stimulating, meaningful environment within and surrounding the school.
- The use of non-teaching adults in group work.
- Planned involvement of parents.
- Using open questioning.
- Helping children to formulate questions.
- Working both co-operatively and independently.
- Experiencing success to gain self-esteem and self-confidence.
- Encouragement to take risks and make mistakes (learning from failure as well as success).

Enrichment and extension.

Extension work can take place through an increase in the depth and breadth of study. Children should be encouraged to:

- Use their initiative
- Solve problems
- Seek alternative answers through the provision of open ended tasks
- Make judgements based on confidence in their own ability
- Use all relevant skills.

Differentiation

The Weekly planning will detail extension activities for the able child.

4. APPENDIX 1.

A culture of challenge

The essential features of a culture of challenge in the school and classroom

This list sets out all the essential features of a culture of challenge in both school and classroom. Details consideration of all the points raised in it are essential prior to the planning and preparation of effective lessons.

The features are:

- Security, routine and a clear sense of purpose
- Warm,open and responsive relationships
- An ethos which builds self-esteem and confidence
- Assessment which ensures that the core skills of reading, writing, number work and information technology are secure and are being continually extended
- Open expectations; limits are fixed by the potential of the learning activity and the capabilities of the child rather than by the teacher
- Awareness of time frames; the skilful use of pace and deadlines
- Conscious fostering of the rebirth of projects, ideas and lines of enquiry
- Valuing enthusiasm and energy (even when misdirected)
- Making changes of mind legitimate
- A recognition that the unexpected is an essential part of open-ended enquiry
- The predominant use of open-ended, real questions
- Bringing high standards to the attention of the children – the children's own work and examples of high achievement from a wide range of real world contexts, eg; the work of acclaimed artists, engineers, designers, writers and sports people
- Promoting self-evaluation against rigorous and challenging criteria (determined in part by the children)
- Respect for rational argument based on evidence, data and personal conviction
- Establishing creditable failure as an integral part of the teaching process
- Seeing all solutions as provisional
- Recognising and rewarding creativity and ingenuity; acknowledging the importance of imaginative and unusual approaches
- Giving process a higher weighting than product, and recognising this in the rewards system (planning, drafting, changing, altering, refining and improving)
- Ensuring depth of task in the majority of the work provided
- Taking opportunities to move the children's thinking beyond the obvious; penetrating their ideas and findings with deeper questioning
- Drawing the children's thinking together around success criteria which they have played a part in constructing
- Using the spiritual dimension of children's thinking to enable them to **make meaning from their ideas and findings.**

Some strategies to extend able children in their own classroom.

5. APPENDIX 2 QUESTIONING.

There are 4 basic categories of questions which teachers use in classrooms.

Type	Purpose
Real question How do you feel about….? What do you think of …..? Have you any ideas to offer?	To find knowledge and information That is genuinely unknown to the asker.
Pseudo-question. So the next number will be …? And the colours together will make…?	To check that the child knows what the teacher knows already.
Open question Why might that be ….? How could that be done….? What are your reasons for saying…?	To open up and explore new avenues of thought.
Closed question What do you call the black centre of the eye? What are seven sixes?	To elicit a firm, specific answer to a question where there is little room for conjecture or an alternative point of view

Teachers should plan to use open questions to provide both support and challenge for all children.

Open and closed questions produce different levels of cognitive demand. This table makes a basis differentiation between the two:

- **Closed questions (low-level cognitive demand)**

  - to recall information: for testing, consideration or feedback, eg: "Where is Ethiopia?"
  - to give an on-the-spot solution: application of known rule to new variables, eg: "What is 28 divided by five?"
  - to encourage analysis by describing, comparing or classifying, eg: "What's the difference between….?

- **Open questions (high-level cognitive demand)**

- to explore information and ideas with no set answer (reasoning/interpreting, hypothesising/speculating, imagining/investing), eg"How do you think the hero would feel if…?

- to encourage synthesis of information and ideas by focusing on contradictions, discrepancies, different sources of evidence, eg. "What do you think really happened?"

- to encourage evaluations, decision making and judgements, eg. “Would it be fair if…?

- To encourage the transfer of ideas and applications of knowledge, eg. “Is what we have found out useful?”

Questions to help the children

Key questions tat the beginnings of lessons or the explanation stage.

Is everyone clear about what we are going to do?

Do you have all the materials you will need to begin?

Do you understand the key words we will use in this lesson?

How will we know if we have been successful?

Is everyone sure about how long we have to do this?

Has everyone got the order of doing things right?

Tell me again about the purpose of doing this.

Do you remember what we learned about…last time we did this?

Let’s begin to look at some starting points.

Key questions at the generation of ideas stage of the lesson

How do you think we might approach this problem?

Let’s try to list a few starting points…

What kind of plan should we develop?

What information can you provide to help us?

Where do you think we should begin?

What are we likely to end with?

Has anyone had nay experience of this before?

What ideas do you have?

What might happen if …?

Where might we find more ideas?

What do we already know that is true about …?

Are there any more suggestions before we begin?

Key questions at the doing or activity stage of the lesson

Can you explain what you have done so far?

Can you show me…?

What would happen if…?

Why is there a difference…?

Is there another way of…?

What do you expect will happen when…?

What did you notice when …?

Why do you think that…?

Have you tried…?

Did you find a pattern in ….?

Will it always work..?

Is there any sort of rule about …?

What might explain that…?

How can you be sure that your test is correct?

How can you be certain that is right?

Which explanation do you think is best?

What do you mean when you say…?

How will you test it out?

How can you convince me that this is correct?

Key questions for the evaluation and assessment stage at the end of the lesson

How do you know you have been successful?

How could we improve it?

Let's look back to the success criteria we set ourselves. How did we do?

..and how does what we have done help us to understand…?

Take me carefully through the process again…

Which is the best part of what we have done?

What is the most important thing we have found out?

Has anyone changed their mind after realising that…?

How did our findings compare with…?

How well did we think about…?

Where did we go wrong in our thinking?

What should we have done now that we know what we know now?

How can we be absolutely certain that…?

Turning higher-order thinking skills into effective questioning at the doing or activity stage of the lesson

Higher-order thinking skills	Possible question
Visualise and vocalise	How might this look when completed?
Consequence and sequel	So, when the flower petals falls, what follows and why?
Prediction and anticipation	So, what might happen when you change this row of numbers?
Analysis	Now can you put them into different groups using the new criteria?
Synthesis	So, how can we combine all that information so it fits into the sun web?
Evaluation	How successful did you think you would be when you started?
Accurate empathy	Imagine a place where water is more precious than gold. How do people there feel? What are their worries and anxieties?
Providing proof	At the end of the lesson I want the group to convince everyone that…
Conjecture	Darren says it will always be the same – is that correct?
Algorithm	The next four numbers in the series will be?
Isomorphism	So, humans and apes are the same in several respects…?
Resolution	Well, we must decide sometime. How are we going to set about that?
Generalisation	So, does this mean that all mammals have warm blood? Are there any exceptions?
Consideration of all options	Are there any more ways this could be tackled? Lets think again before we begin.
Consideration of all factors	Let's check the list again – is there any further information we should take into account?
Reflection	Let's pause now and review progress. How are things going? Do we need to make changes to our thinking?

Questions analysis: Challenging able and talented children through effective questioning techniques

Questions type	Purpose
Recall: remembering factual knowledge by rote memory	To remember facts and information without necessarily having to use the information to make deductions or links with other knowledge: When did the Norman conquest take place?
Naming: giving something a name	To label an object, event or process without being required to show insight into the information: What do you call the feathers on the top of the knight's helmet?
Observation: using information coming into the brain, mainly through the eyes.	To describe what is seen, without necessarily giving an explanation. What happened when we joined the wires to the bulb?
Pseudo-question: the asker already knows the answer and is checking that the learner does as well.	To check that the learner knows what the asker(teacher) knows as well: So…which page are we on?
Speculative: promotes hypothesis or conjecture	To imagine a hypothetical situation: How might your house look in 2200?
Analytical; using reason and deductive skills.	To work out pathways of meaning in an algorithmic way of thinking. To think why certain things do or do not happen: Why have we all got different answers to the same question?
Discriminatory: contrasts different aspects of the same situation.	To weigh up the pros and cons of a situation: If you could choose, would you rather be a tadpole or a butterfly?
Problem solving: using creative intelligence to bring different perceptions together in unique ways to solve problems.	To find an unknown answer to an unanswered question; How are we going to find out what different people think about the greenhouse effect?
Comprehension: seeks elementary first-phase meaning, just beyond the literal.	To check basic understanding: What does the writer mean when he says "he had the heart of a lion"?
Application: applying new knowledge or insights to new and different	To generalise information from one context to another:

situations.	How might we use our knowledge of plants to make sure that every bean we have planted grows really well?
Evaluation: reflection on experience to seek new insights.	To consider critically all the information currently available: What changes will we need to make to our design now that we know…?

APPENDIX 3. IDENTIFYING ABLE CHILDREN.

Gardner's (1993) theory of intelligence states that there are a range of intelligences, not 1 single intelligence. All children possess, to some degree, the full range of intelligences. Each individual's profile is as unique as their fingerprints.

Multiple intelligences:

- Factual intelligence
- Logical intelligence
- Linguistic intelligence
- Spatial intelligence
- Musical intelligence
- Practical intelligence
- Physical intelligence
- Common sense intelligence
- Interpersonal intelligence
- Existential intelligence
- Creative intelligence
- Metacognitive intelligence

(sometimes called intra-personal intelligence).

Metacognitive intelligence is the most important of the human intelligences. Basically concerned with how we know what we know. Metacognitive intelligence is about planning, processing, analysis, prediction and, above all, the anticipation of future events.

At St. Jude's School we will consider all areas of intelligence when trying to identify the able child. Checklists and questionnaires should be used to identify able children. These tools should be used with care and sensitivity. Considering part 1 for all children, then parts 2 and 3 for any child who scores 5 or above in any category on form 1. A score of 4 (sound) relates to the expected standard for that age group, a score of 5,6, or 7 indicates a level of ability above the expected standard. Approximately 20% of each age band should be represented in our Able Children.

APPENDIX 4 ROLE OF ABCO.

1. To Monitor and Evaluate Able Child profiles and questionnaire for each group.
2. To compile an Able Child register – listing children from each age group, for each subject area – English, Maths, Science, Creative, Physical, Musical, Social.
3. To track the progress of able children on a termly basis, using tracking documentation.
4. To prepare report on results of tracking for SMT each term.
5. In consultation with Subject Managers, to monitor subject planning for appropriate challenge for able children.
6. To provide a termly analysis of able child frequency for each year group, for each subject area.
7. To attend INSET on able child issues as available.
8. Prepare a portfolio of work for evidence of attainment of able children, for each subject area.