



# PEASEDOWN ST JOHN PRIMARY SCHOOL

(Achieving Excellence for Ourselves and Others)

## POLICY FOR PUPILS WITH ABILITIES

### Rationale

Our school recognises that many pupils have particular strengths in one or more areas of ability, endeavour or talent. Peasedown St John is a school that is committed to raising standards and ensuring that all pupils have their abilities identified and promoted.

### Aims

Our school aims to provide able pupils with:

- \* An appropriate education
- \* Work at higher cognitive levels
- \* Opportunities to develop specific skills or talents
- \* A concern for the whole child, social and intellectual

### Identification

Pupils may show ability in a wide range of areas. These include:

- \* Academic and Intellectual
- \* Expressive and Performing Arts
- \* Sports and Physical
- \* Social, Leadership and Organisation
- \* Visual, Spatial and Mechanical
- \* Design, Technology and ICT

Pupils with high ability in one or more areas often demonstrate some of the following:

- \* Good Memory and Knowledge
- \* Self-Regulation - they know how they learn best and can monitor their learning
- \* Speed of Thought - some may spend longer planning but then reach decisions more speedily
- \* Good ability to Deal with Problems - by adding to the information, spot what is irrelevant and get to the essentials quickly
- \* Flexibility in learning or problem solving
- \* Show a Preference for Complexity - to add interest
- \* Exceptional Ability for Concentration - often from an early age
- \* Show Early Symbolic Activity - speaking, reading, and writing at an early age.

Appendix A will be used as a record of able pupils within the school.

### Provision

Peasedown St. John aims to increase the opportunities for individual pupils to explore and develop areas of ability to their own and society's benefit.

The school commits itself to:

- \* Increase the awareness of pupils with abilities through identification
- \* Put in place structures to enable more able children to succeed (e.g. streaming, extension, enrichment days or residentials, school clubs, withdrawal, grouping with older/children of similar ability etc)
- \* Providing a differentiated curriculum

- \* Providing support and guidance to teachers and more able children
- \* Providing appropriate resources and materials to develop specific skills and talents
- \* To work with parents in the development of provision
- \* Promoting a positive view of their needs by all those involved and creating a culture which seeks, applauds and promotes achievement
- \* Communicating and co-operating with outside agencies (e.g. LEA's, colleges, universities, businesses, professionals and national association such as NACE - National Association for Able Children in Education) that may be able to support in providing opportunities for children with abilities

### **Monitoring**

The progress of all children is closely tracked at our school. In addition to these procedures (see assessment policy) the area of ability, achievements, parental involvement, outside agency involvement, present provision and future needs for pupils with ability will be recorded (see Appendix B).



**Peasedown St. John Primary School**  
**Record of Pupils with Ability**  
**Appendix B**

Child's Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year Group: \_\_\_\_\_

Date: \_\_\_\_\_

Main Areas of Ability (please tick and expand upon)

1. Academic and Intellectual

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Expressive and Performing Arts

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Sports and Physical

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Social, Leadership and Organisation

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Visual, Spatial and Mechanical

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Design, Technology and ICT

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\_\_\_\_\_

**Achievements (with dates):**

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**Parental Involvement:**

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**Outside Agencies:**

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**Present Provision:**

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**Future Needs:**

