



LAWRENCE SHERIFF SCHOOL RUGBY

EDUCATION OF MORE ABLE PUPILS POLICY

Nationally the more-able are defined as the top 5% to 10% in any subject and this may be about 40% of all students. It is likely that most of the students at Lawrence Sheriff would fall into this category i.e. as gifted and talented students.

Gifted – the academically most able

Talented – their expertise lies in areas outside the National Curriculum e.g. Drama, Music

Our teaching provision should include opportunities for these students to enrich, extend and where appropriate to accelerate their learning experience.

Aware that our students are more-able then it is the intention of the school to provide an adequate curriculum and support to enable each student to reach his full potential.

In addition

- The school aims to provide opportunities, where appropriate, for strategies to be developed for some GCSEs and AS levels to be taken early.
- The school will examine individual curriculum provision where GCSE success has been reached, possibly using provision outside the school
- The school homework policy includes the setting of some open ended tasks.
- Departmental policy utilizes its marking and assessment policies to track the progress of each individual student.
- The co-ordinator for the more-able will offer a range of enrichment activities to supplement the curriculum, both within normal curriculum time and outside it.

Within the school there are 5% - 10% of students whom we recognize as especially able. Whilst these students will benefit from all of the above the school will help them to reach their maximum potential by

- Keeping them highly motivated by setting appropriate challenges which extend their intellectual/physical skills.
- Providing opportunities to work with others of comparable ability and similar interests in and out of school.
- Encouraging them to a depth of treatment of subject matter in their studies.
- Giving them the opportunity to work at their own pace.
- Helping them to cope with failure in a supportive environment.

Some especially able pupils are obvious but others may be less easy to recognize – possible lack of motivation or response to peer pressure. Possible means of identification are

1. Information from outside school.

Parents

Previous school

Specialists e.g. Educational Psychologist
Competitions

2. Information from within school.
 - Teachers knowledge based on
 - (1) observation
 - (2) internal tests
 - (3) written work
 - (4) oral work
 - (5) extracurricular activities
 - Pupils performance in
 - (1) public examinations
 - (2) standardized tests
 - Pupils self identification
 - Pupils identification by other pupils