



Able Pupils Portfolio

WEST HOVE
INFANT SCHOOL
.....
A family of friends

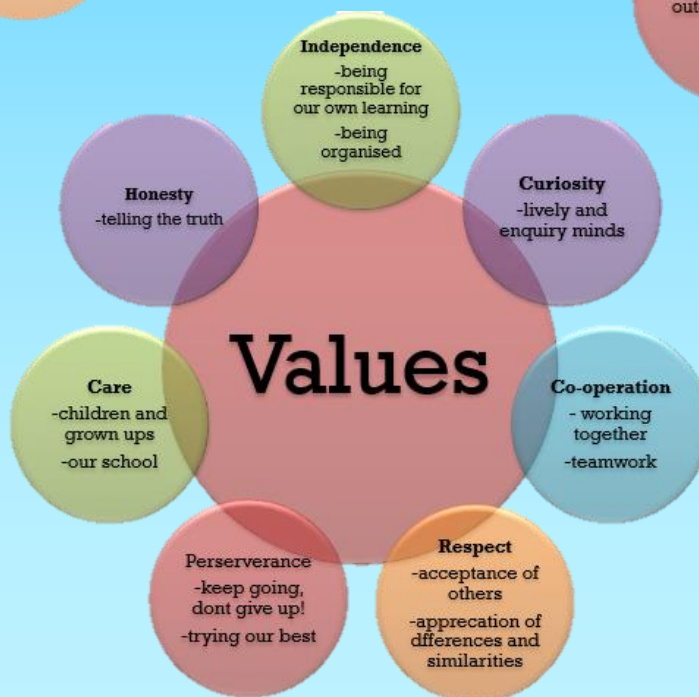
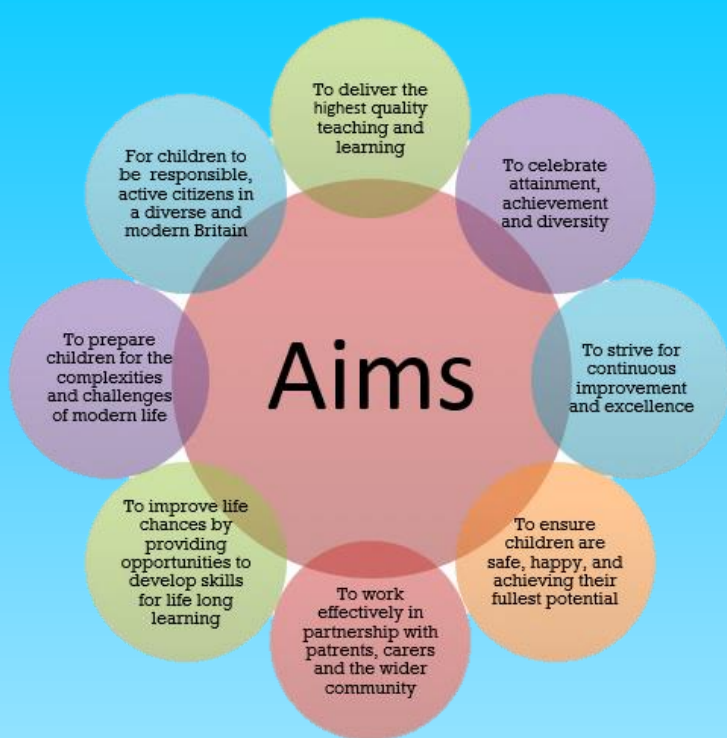


Able Pupils at West Hove Infants

West Hove Infant School is committed to providing a stimulating and challenging environment for **all** pupils. In order to encourage children to develop their personalities, skills and abilities, both intellectually and socially, we believe that teaching should make learning challenging and enjoyable. As teachers, we are in a unique position in being able to compare individual children with the rest of their age group enabling us to identify Able pupils.

Today's gifted and talented children are tomorrow's inventors, scientific leaders, prima ballerinas and Olympic medallists. Fulfilment of their potential depends on the opportunities they are offered. We acknowledge that Able pupils with marked abilities have particular educational needs which must be met in order for them to maximise their true potential.





Curriculum Drivers : S.E.E.D.



Standards



Engagement



Diversity



Enquiry



'Seed for learning'

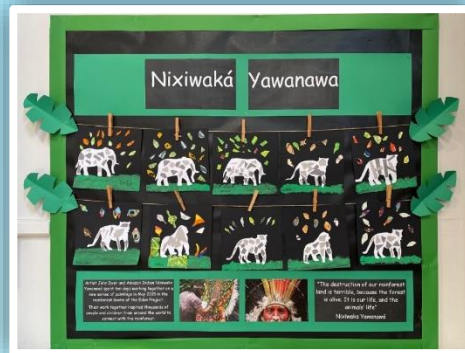
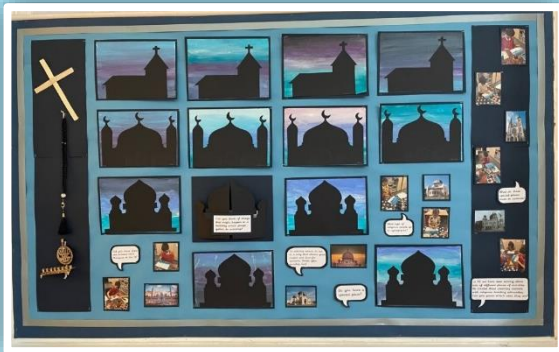


'Life-long learning'














Our Aims:

- To nurture the personal, social and intellectual development of all pupils, ensuring equality of opportunity, enabling each child to reach their potential.
- To provide educational experiences which are challenging, stimulating, worthwhile and enjoyable.
- To identify Able children as early as possible.
- To offer opportunities to develop specific skills and talents so that potential can be turned into performance.



Learning Powers:

Throughout our school all children learn about the 5 learning powers they can use to be learning heroes! These underpin our behaviour strategies and are the attributes we look for in children to determine if they are Able in certain subjects.

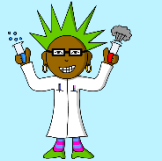
Characteristics of Learning 			
Perseverance		Try our best Willing to 'have a go' even when it's tricky Keep going Don't give up	
Independence		Responsible for own learning Organised	
Imagination		New ideas Trying different ways Being creative	
Co-operation		Working together Team work	
Curiosity		Keen to find things out Asks questions and wants to know the answers	

Planning:

When planning, teachers always consider how to build in opportunities to extend and challenge Able (and all!) children. Year groups meet to plan objectives for each lesson, which always include a scuba diver or submarine 'deep dive' challenge.

Worthwhile questions, learning characteristics and opportunities to reflect on and explain answers are incorporated into all; planning and children are constantly encouraged to have a 'Growth Mindset' and to use all of their learning powers to reflect on their learning and pinpoint next steps.

At West Hove Infants, we don't have 'Talk Partners'. Instead, we have 'Challenge Partners'. Children are always encouraged by staff and their peers to explore and explain their answers and the 'language of challenge' is taught and modelled throughout every school day.



Challenge time!

Can you design an invitation for a 1960s Bonfire night Party? Don't forget the state, place, food and fireworks!

Amazingly, all these years of Bonfire night tradition might never have happened if Guy Fawkes had made a different decision four centuries ago. Now here is your chance to change history! If you could travel back in time and meet Guy Fawkes, what advice would you give him?

Chatterbox	Assessment, notes and quotes:	Starter	Assessment, notes and quotes:	Main teaching (1 and 2)	Assessment, notes and quotes:	Independent/Group Learning:	Assessment, notes and quotes:
U1	What on Earth has happened at WH? Who do you think did it and why?	What features can you spot? What makes this writing persuasive?		What is the feature in each sentence?		Have you spotted every feature? Is this sentence a question or exclamation?	
U2-1	What makes a simile effective?	Where might we see persuasive language? What is the point of persuasive language?		How could we make this sentence even better? What features are in this sentence?		What greens could we give? What would make this even better next time? Have you used all the features in the feature checklist?	
U3	What is a verb? Why is verb not a powerful verb?	Why do we need a variety of sentences in our writing?		Which Learning Power would be the most important for correcting your own work?		How could we act on the oranges? Are there any other improvements you could make once you've edited the mistakes?	
U4	What have you learned about in literacy this week? What can you do now that you couldn't before?	What is each sentence doing?		How could we improve our work?		Have you used all the features in the feature checklist? What could you add in to the planning?	
Weekly notes:							

Can you think of an object that can't change state?

What material is it made from?

Success Criteria:		
I know facts about Walter Tull.		
I can suggest how people remember soldiers from the past.		
I know why people choose to remember Walter Tull today.		

Teaching:

At West Hove Infant School, learning walks, observations and monitoring have a clear focus on extending and challenging Able children. Here are some quotes from recent observations:

Quality of children's outcomes was outstanding. Activity stretched the children to use many computational strategies to problem solve. The quality of the children's explanations and reasoning was excellent.

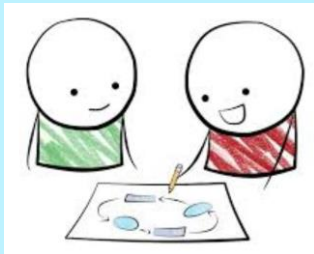
Excellent balance of speaking, listening and group independent activity

Quality of high order questioning. Children's mistakes and misconceptions were used to challenge the children further and consolidate their learning.

Links with all learning powers which children would talk about well. The learning opportunities and sensitive questioning developed these skills further. Lots of opportunities for 'team working' as well as independent learning.

Learning at Greater Depth:

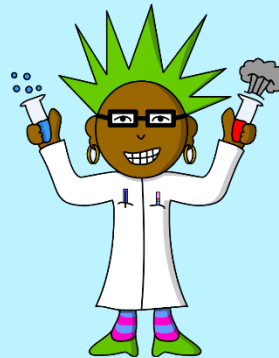
In addition to using the Learning Powers throughout the teaching and learning process, the children are taught to recognise where they can take their learning to a greater depth in order to challenge and extend themselves. These characters are used:



Work, discuss and assess with your Challenge partner.



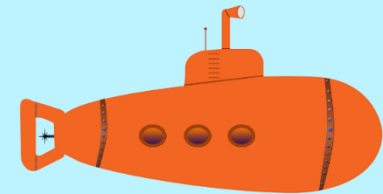
Answer a question or solve a problem with the Challenge Diver.



Professor Prove It encourages children to explain their answers.



Say if you agree or disagree with Grumpy Frog, and explain why.



Answer a question or solve a deeper challenge with the Deep Challenge Submarine.

Displays

The high quality of displays around our school offer children the chance to think critically and creatively about many different areas of learning.



Open ended questions give able (and all!) children, a chance to reflect and think beyond the obvious.



Teaching is mainly of a very high quality, which ensures that different learning needs are identified and acted upon. All plans include differentiated activities to support the attainment of various abilities. They also include reference to a wide range of approaches to teaching and ways in which to engage the children.

The staff has created inspiring environments for the children, which both celebrate diversity and stimulate learning. Displays are engaging, vibrant and extend the children's thinking.

During summer term 2016, our school under went an inspection in the hopes of maintaining our Inclusion Quality Mark.

We passed with flying colours and the inspection team were amazed at how our school caters for all its children and their many different abilities and attributes.

The ofsted in 2013, graded the school as outstanding and commented; "The school's ethos celebrates every child as an individual". Evidence from the IQM Assessment supports the fact that this culture is still prevalent.

Inclusive practice is at the heart of the school's principles and "no stone is left unturned", in order that groups and individuals are supported whatever their specific need. ofsted graded the school as outstanding in 2013, and there is ample evidence from the IQM assessment of excellent and exemplary practice.

Able Pupil Workshops

The school and/or outside education groups often run workshops in different subjects for children identified as Able pupils.

we took part in a brilliant
Design and Technology
Pizza making workshop.



Able Pupil Workshops

Keen writers and Able pupils in Year 2 had the opportunity to take part in a collaborative writing workshop with children from another local school.

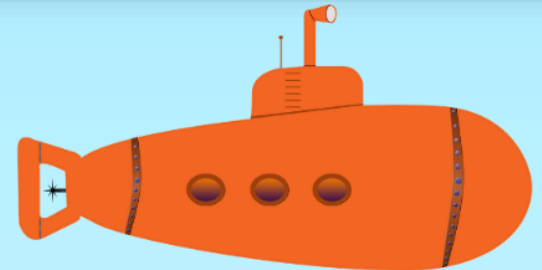


In Spring term Year 2 teachers run writing workshops for Able pupils across the year group.

Able Pupil Workshops



We visited West Hove Infant School along with the Marine Conservation Society to teach children about our life underwater.



We have many visitors to school, often for a whole year group. We know that these provide brilliant opportunities for all children, but they also serve to engage our Able pupils in their special subject and continue to spark their interest.



Our budding artists, singers, dancers and actors are given lots of opportunity to shine and advance their talents through a range of yearly events.



Class Assemblies

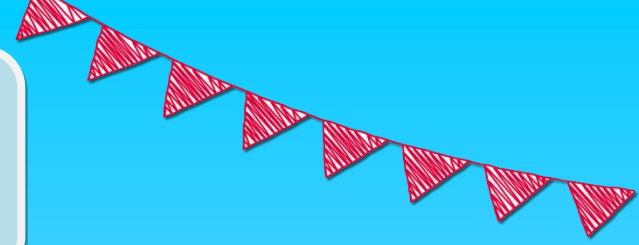




Show time at Let's
Dance for Year Two
children!



The annual Brighton Children's Parade is a fantastic opportunity for children to get involved and show off their creative talents.



Snowdog Project

In Summer 2016, Year Two took part in the exciting 'Snow dogs by the Sea' project which is supporting Martlets Hospice. This was a fantastic opportunity to engage and extend Able artists in the year group, as well as connecting with the parents and local community. The children had great fun designing and decorating their snow pup!



Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



Standards: Achieved by...



Developing a positive attitude to the process of learning:
Learning Characteristics,
Growth Mindset,
Learning Model,
Learning Ladders



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges





'Stunning Starts',
'Fabulous Finishes'



Local
environment:
walks, beach visit,
Wish park



Visits and visitors:
e.g. Zoolab, Space
Dome



Challenge for all:
Challenge Partners,
Professor Prove it, 'Deep
Dive' challenges



Learning outside.
Active Learning.
Sports & PE

Engagement



Theme days:
Superhero Day,
Art Day, French
week



Use of 'Learning
Model'. Brain
breaks. Talk for
Writing



Using children's ideas as
starting points.
Wonderful World of
Me. Home Learning
Projects



First hand
experiences.
Investigations.
Problem Solving.
Mastery &
Challenge. Cross
curricular links



Clubs:
Storybones, Lego
club, Science,
Art & Craft etc!



Are you
ready to
learn?



Creative and Critical
thinking: Growth Mindset,
Learning Characters



Expressing opinions.
Listening to and
respecting other's
opinions



Investigations &
Problem solving.
Exploring maths
and science
concepts: Lego
club, Science
club



Team work:

Discussion and
Negotiation



Enquiry:
Developed
through:



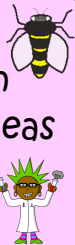
Reasoning and
Reflecting Justifying:
'Professor Prove It'



Challenge Partners



Questions which
promote exploration
and discussion of ideas
– no right or wrong
answers



Generating own
questions.



Mastery – Depth
of Understanding



Learning through Play:
Active Learning,
Exploring, Innovating,
Creating



Festivals: Eid, Diwali,
Christmas, Chinese
New Year



Respect: Challenging stereotypes,
Behaviour and Anti-Bullying,
Restorative Justice, Refugee Week



Local community
Children's
Parade, Let's
Dance



Diversity of
language: Sharing
home languages,



Diversity:
Through
celebration and
awareness of...



British
Values:
preparation
for life in
modern
Britain



A PSHCE curriculum
that explores
the diversity of gender
representation, race,
religion and family units
in our community



Awareness of
others:
Displays,
Wonderful
World of Me!



Knowledge of other
cultures and
communities both in
school and further
afield: Around the
World, Rainforests,
French Week, people
from different cultures/
countries



Do also have a look at our 'My Little Book of Fun Things to Do'. These have been sent home but are also available on our website: www.westhoveinfants.co.uk



Please
Insert child's
photo
Or
drawing of
themselves
here

Look at the fun things to do in your year group and see how many activities you can tick and date to say you have done!
We hope that you have fun completing your list ©

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Well done for completing all your fun activities!

Please let us know below any more fun things that you like to do...

Year R		
Activity		✓
Make mud pies		
Stroke a small animal		
Blow bubbles		
Roll down hills		
Splash in puddles		
Dance like no one is watching		
Make a den		
Pick fruit and eat it		
Play in the snow		
Visit a farm		
Plant a bulb and watch it grow		
Go on a crunchy leaf walk		
Fly a kite		
Post a letter		

Year 1		
Activity		✓
Build a sand castle		
Make some biscuits & eat whilst warm		
Make a puppet		
Put on a puppet show		
Borrow a book from the library		
Go on a trip to the seaside		
Carve a pumpkin		
Make a daisy chain		
Dance like no one is watching		
Go on a winter walk		
Look up at the stars on a clear night		
Walk barefoot in the sand		
Collect shells and pebbles to decorate a plant pot		
Keep a collection of some sort		

Year 2		
Activity		✓
Play a musical instrument		
Go on a picnic		
Plant a seed and eat what grows		
Visit a museum		
See live music		
Perform a dance		
Collect snails and race them (put them back once you've finished)		
Have a water fight		
Play in the snow		
Join an extra-curricular club		
See a butterfly hatch		
Talk to an old person		
Make your own ice lolly and eat it		
Take a selfie		

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