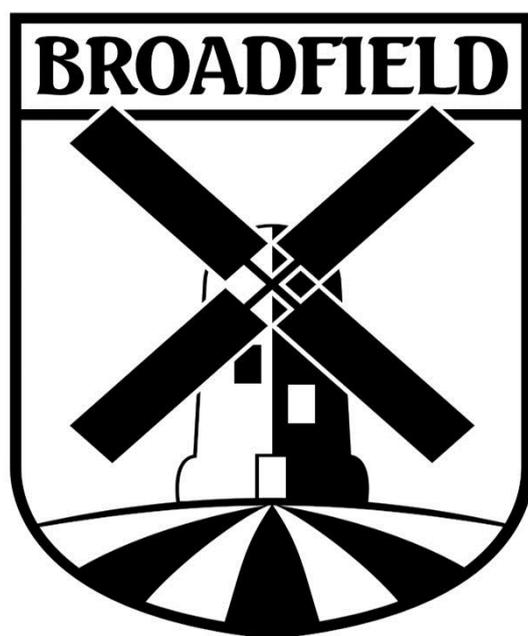


How Parents and Carers can help to support the 'most able' children.



Learning for Life
Broadfield Primary School

The following guidance may help you to support your child even more effectively with their studies over the coming years and to access more information or support.

Your child may have displayed one or more of the following characteristics:

- Keen powers of observation.
- Learn or read very early, often before school age.
- Reads widely and rapidly.
- Well-developed vocabulary – takes delight in using unusual and new words.
- Has great intellectual curiosity.
- Absorbs information rapidly.
- Very good memory – can recall information in different circumstances.
- Have the ability to concentrate deeply for prolonged periods.
- Very good powers of reasoning and problem solving.
- Have intense interests.
- Possess unusual imagination.
- Have a great interest in 'big' questions, e.g. the nature of the universe, the problem of suffering in the world, environmental issues.
- Very sensitive – perhaps getting upset easily.
- Very concerned about rights and wrongs, concerned about injustices.

What will Broadfield School do to support your child?

- The most able students need to be presented with work that challenges, stretches and excites them on a daily basis.
- Teachers will provide opportunities for students to develop specific skills or talents to the highest possible level, where appropriate.
- More able students should be seen as individuals with particular needs in one of more areas of the curriculum, not as a separate or distinct group.
- The school will encourage students to take advantage of opportunities outside the school if they have a talent in a particular area.
- Enrichment activities, such as educational visits and curriculum enhancement sessions, will be available where appropriate.
- Where appropriate, older students will mentor younger able students.

Recommended Websites

- **Maths:** Nrich Maths Project (www.nrich.maths.org), UK Maths Trust (www.ukmt.org.uk)
- **English:** Poetry Archive (www.poetryarchive.org.uk)
- **Science:** Royal Institution (www.rigb.org)
- **History:** British Museum (www.britishmuseum.org) BBC Website (www.bbc.co.uk/history)
- **Music:** Music Theory (www.musictheory.net)
- **Geography:** www.geographyinthenews.rgs.org
- **MFL:** www.languagesonline.org.uk
- **General:** Tomorrow's Achievers (www.tomorrowsachievers.co.uk) , Pure Potential (www.purepotential.org), NAGC (www.nagc.org), UCAS (www.ucas.com) Villiers Park (www.villierspark.org.uk)
- **Newspapers:** The Times, The Independent

The following are strategies that parents of able children have found effective:

- Able children enjoy learning new words – have a new word of the week at home.
- Extend their general knowledge with a fact of the week.
- Do not always focus on your child's obvious skills – encourage them to sample new activities.
- Puzzles, crosswords, logic games, word games, card games, board games all help to develop the thinking skills and social interaction.
- Use of adult language.
- Give children a broad range of experiences. Use community facilities (e.g. museums, galleries, concert halls, sport venues) to give opportunities for your child to satisfy their thirst for knowledge.
- Encourage children to ask questions and answer them as fully and honestly as possible but admit it when you do not have a full answer.
- Sometimes the most effective support that a parent can provide may be actually to limit the number of engagements and formal activities that their child is exposed to, in order to ensure that the child has the space and 'free time' in which to play, experiment and develop hobbies and interests of his/her own.
- Above all – learning should be fun and enjoyable.
- All children, including the most able need to develop self-esteem and confidence, to be given praise and encouragement.
- Talking with, and listening to a child is one of the most important factors in the development of language. Language develops the learning pathways of the brain.
- Children need to know that parents are proud of who they are and not what they achieve. Their ability should not become the centre of the relationship between parent and child.
- Children need to be allowed 'failures' and mistakes – they are a necessary part of growing up and learning. Indeed, parents should never be afraid to say they do not understand something or that they made a mistake – it can be reassuring for the most able!
- Encourage experimentation, showing that failure in this context is no disgrace.
- Give your child the opportunity to evaluate their own work and behaviour.
- Able children can be self-absorbed and need to be encouraged by parents to appreciate and listen to the views of others and learn to interact with others.