

COMO PRIMARY SCHOOL

PRECOCIOUS LEARNER POLICY



PHILOSOPHY

All learners need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment will provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences. Within the broad range of development, different levels of intellectual potential and ability will require different types of educational provision.

DEFINITIONS- Precociousness is defined as being prematurely developed in some faculty or characteristic.

AIMS

The aims of our Precocious Learner Policy are to:

- Meet the learning needs of all students
- Provide classroom differentiation that engages students in the curriculum through flexibility and open-ended tasks
- Comply with the requirements of the Western Australian Curriculum
- Extend Precocious learners in an environment where they are appropriately challenged and can apply their abilities with like-minded peers
- Support students in developing learning abilities in line with ability, not age
- Provide a framework and structure to cater for the unique needs of Precocious learners
- Promote a wide variety of methods for recognition of potential
- Monitor the academic progress and social well being of Precocious learners

IDENTIFICATION PROCESS- Refer to Appendix A

Como Primary School will adopt an effective and equitable selection process to identify Precocious Learners. Identification is a multifaceted process which involves both subjective and objective measures of potential and achievement. Identification is a continuous and flexible whole school process and is based on evidence from a range of sources, which may include:

- Standardised testing
- Analysis of school achievements and progress (academic, social and emotional)
- Teacher nomination, teacher observation and assessment
- Parent nominations
- Recognised testing instruments such as the Acer AGAT test
- Rate of progress
- Information from outside agencies

The Principal in consultation with the Precocious Committee, Precocious Coordinator and classroom teachers manage the identification process.

STRATEGIES TO MEET THE NEEDS OF PRECOCIOUS LEARNERS

Inclusivity

Each classroom teacher considers the needs of their students to be able to provide them with experiences that suit their abilities and strengths. Students are engaged in lessons and motivated to achieve their best. Lessons and programs are differentiated, catering to the learning needs of each student. This may involve grouping students of similar ability together within the classroom setting.

Extension/Enrichment

Students that are working beyond their year level in specific learning areas will be motivated to achieve their best in the classroom. Students may be provided with opportunities to be grouped with likeminded peers to develop their intellectual potential and support their social and emotional development. This may involve: curriculum compacting, ability grouping, extension activities, accelerated content, problem solving tasks, open ended tasks, competition opportunities.

Precocious Students

Students who have been identified as 'precocious' have been identified based on evidence from a range of sources as being prematurely developed in some characteristic. These students have advanced skills. Students will be given the opportunity to further develop these skills as well as refine collaborative and organisational skills. The classroom engagement of Precocious students will be monitored to ensure they are reaching their full potential and engaging in the curriculum. Programs may include weekly classroom extraction and competition-based activities.

MONITORING

Each year the school will draw up a register of precocious children in each year group and take part in on-going monitoring of student achievement. The Precocious Learner Coordinator will keep this tracking profile under review with their progress being closely monitored through a range of strategies including testing, observation and surveys.

A Precocious student who has a designated disability and who may be at risk of underachieving may require an Individual Education Plan (IEP). This will be developed by the class teacher in consultation with the Learning Support Team and Precocious Learner Coordinator. An IEP includes information about a student's previous achievements, current and future learning goals and areas for development.

ACCELERATION

In some cases students may benefit from acceleration in the form of grade-skipping. The Precocious Committee will work closely with parents, teachers, principal, psychologist and the student to determine whether this course of action will be beneficial to the student. Please see the Precocious Committee Overview for more detailed information.

CONTEXT

Nomination

Assessment for Identification

Evidence is collected to accurately identify the gifts and talents of students using measures that may include:

- ☐ Anecdotal evidence
- ☐ Student work
- ☐ Curriculum-based assessment & reporting
- ☐ Educational history
- ☐ Medical history

Validation

the evidence provided.

Inclusive

Extension

Precocious

School explores appropriate

The teacher recognises
developing the students

Placement and/or Modification

evidence.

their potential

meet the needs of the student.

Individual Education Plans (IEP) may be required when:

- ☐ a student is at risk of underachieving

Provisions

- ☐ Developmentally appropriate modifications are made to the student's program and/or environment

- ☐ Whole-grade or Subject Acceleration
(When this results in a transition from primary to secondary or secondary to senior secondary school, consultation includes the relevant School Network Leader)

- ☐ Early Entry
- ☐ School partnership with external agencies

Evaluation

Regular and ongoing evidence-based review of student progress, strategies and provisions.

Transition

student progresses through their schooling.