



Molescroft Primary School
**High Achieving, Gifted and Talented Children
Policy**
October 2010

1. WE BELIEVE

We strongly believe at Molescroft Primary School that the standards, quality of work and expectations for all pupils should reflect the highest each Child's potential allows. It is a constant aim to raise standards for pupils at all levels. It is essential that particular attention be paid to children of high ability. They should be as challenged by high expectations as are children of lower ability. Work will therefore need to be suitably differentiated. High ability is not just recognised as pertaining to academic subjects but also to social, physical, aesthetic and spiritual areas.

The coordinator: Mrs Alice Hairsine

2. CREATING AN ETHOS OF ACHIEVEMENT

We believe the following aspects of our school particularly support an ethos for the development of High Achieving children.

1. All pupils know they are valued and cared for
2. A sense of teamwork is cultivated and fostered
3. Celebration of successes, academic, sporting, drama, caring etc., through assemblies, commendations, letters home etc.
4. Emphasis on the positive to override the negative
5. Pupils value coming to school
6. There is an enrichment of the curriculum – by extra curricular activities
7. There is a valued reward system
8. Pupils are given responsibility at school
9. Pupils contribute to the development of the school
10. Competitions are entered



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11. The school has a strong sense of identity and purpose – Parents, staff, pupils and well informed and consulted. There is a whole team approach with good role models
12. We have comprehensive systems in place to recognise underachievement, which leads to monitoring and encouragement
13. The working environment is comfortable, creative and pleasant
14. Pupils are trusted: there is an excellent relationship between pupils and staff
15. Children are involved in community projects and have links with other schools
16. The school uses the National Quality Standards to continually evaluate their approach and set achievable targets each academic year

3. AIMS

1. To identify high achievers in all areas of the curriculum
2. To provide them with suitably differentiated work enabling them to extend as far as they are able
3. To enable staff to seek support from appropriate agencies and the Leading Teacher on the Molescroft School staff to meet the needs of their high achieving pupils
4. To help the child appreciate and celebrate their own achievement
5. To advise parents how best to develop their child's potential
6. To provide inspiration for the high achiever and by their example to provide inspiration to other pupils thus raising standards at all levels
7. To give the children a mentor whom they can approach with any questions or problems



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4. DEFINITIONS

Gifted (Dfes definition)

This is a 5 to 10% of the school population. These children achieve at the highest of levels in Academic subjects.

Talented (Dfes definition)

This is a 5 to 10% of the school population. These children achieve at the highest of levels in Non Academic subjects.

Very able (school definition)

This will include pupils at Molescroft School who meet the criteria for inclusion following their performance in any subject, but because of the nature of the catchment area do not necessarily fall into the top 5 to 10%

5. IDENTIFICATION

General

It is important to be able to differentiate between the willing and neat child; the hard working and the natural high achiever. The following list will help in this initial identification.

Foundation Stage Checklist

The child

1. Is curious about the world and keen on exploring and discovering its meaning.
2. Is interested in the whys and the where's, as well as the how and the whys, as well as always asking questions.
3. Is well above the age level in ability and displays a strong positive self-identity.
4. Uses language to work out and clarify ideas and has a range of vocabulary.
5. Started to walk and talk earlier than average.



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6. Has special abilities in such areas as problem solving, art, music and mathematics.
7. Appears to be unusually attentive and able to concentrate. Perseveres when trying to solve a problem.
8. Shows advanced motor skills and is good at physical activities.
9. Takes into account the ideas of others
10. Reads books of own choice with some fluency
11. Communicates simple planning for investigations and constructions and makes records of their work.
12. Responds to own work and that of others.

**Initial identification in School
Bright Child**

or

Gifted Learner

Knows the answers

Asks the questions

Is interested

Is highly curious

Has good ideas

Has wild silly ideas

Works hard

Plays around yet tests well

Answers the questions
elaborates

Discusses in detail,

Top group

Beyond the group

Listens with interest
feelings/opinions

Shows strong

Learns with ease

Already knows

Enjoys peers

Prefers adults



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Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

**Standardised Screening
On entry into school**

All children will be assessed through the Foundation Profile. Children achieving at level 9 at the end of the Foundation Stage will be entered on the Register.

Standardised Testing

All pupils from Y1 will be screened annually in the Summer Term.

Year 1 NFER MATHS 6

Results from early sitting of old Y2 SATs on selected children

Year 2 Youngs group reading and maths. Spar spelling

Year 3 Spar Group Reading, NFER 8 Maths and Spar spelling



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Year 4 NFER 9-13 Context Completion and NFER Maths 9

Year 5 NFER 9-13 Context Completion and NFER Maths 10

Year 6 NFER 9-13 Context Completion and NFER 11 Maths

From these results children will be specifically identified as being very able (110 or above) to gifted for scoring 120 or above. This information will be specifically highlighted to the teacher within the annual school report on standards in English, Maths and Science and will be discussed in full prior to new school year. Children will be placed on the register.

Identification from End of KS testing

Children in KS1 achieving level 3 at the highest level in either Maths or English will be placed on the high achievers register and their progress tracked. The class teacher will decide an appropriate time for the children to be transferred to the Gifted and Talented register.

In year 4 pupils will be assessed using the optional Key Stage Tests. Those achieving a good level 4 or above not already identified will be placed on the register. Any child achieving a high level 5 at end of KS2 SATS will be placed on the register, if not already there and the next phase will be notified.

6. IDENTIFICATION IN PARTICULAR SUBJECTS

Children should display a number of the following criteria but not necessarily all.

English

Reading KS1

A child entering school who reads naturally (i.e. a child how teaches himself/herself)

A child who learns to read fluently and expressively and with complete understanding in the first term of school with little or no teaching.



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A child achieving a high level 3 at the end of KS1

Insatiable appetite for the printed word

Draw inferences - goes beyond the literal

A child scoring Scale Point 9 at the end of the Foundation Stage

A child scoring above 120 in Standardised Reading Tests

KS2

An inferential reader

A child scoring above 120 on standardised tests (to be used in conjunction with other criteria)

Insatiable appetite for the printed word

A child who is achieving towards level 6 in year 6

Has informed opinions about preferences and can back them up

Perseveres with a difficult text - i.e. a young child reading Dickens/Tolkien/Mark Twain

Speaking and Listening

KS1

A child who can hold his/her own in an adult conversation at an adult level

Can debate a point

Has an extended vocabulary

KS2

Confident speaker within his/her peer group and with adults



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Seeks the company of older children for stimulation

Can debate a point and modify opinion if required. Can counter an argument

Always takes the lead in discussions

Uses a wide and sophisticated vocabulary

Writing

KS1

A child in Year 1 who is independently writes uses adjectives, pronouns, expanded sentences, connectives and a varied vocabulary - includes a varied structure.

A child who can spell cvc and ccvc and cvcc words easily and can spell common irregular words with little effort (i.e. can spell the first 200 most frequently used words by the beginning of Y2)

Can write in a variety of genre and adapts language to suit the genre

A child achieving a good level 3 at the end of KS1

KS2

A child achieving a Key Stage above age expectancy

Can freely adapt writing to suit purpose and style - obviously different to the peer group

An ability to be self critical at the drafting process at an early age.

Strives constantly for perfection

Initiates own projects and writes for pleasure.



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Choice of vocabulary

Can manipulate work to improve it showing understanding of sentence structure in order to create effect.

Can mimic an author's style / genre

Can use humour.

MATHS

KS1

Thrives on complexity

Works well beyond age group

Manipulates information

Achieves good level 3 at KS1

Works a Key Stage above expectations

Thrives on investigative studies

Understands place value up to 1000 at an early age

KS2

Child scoring above 120 on in house testing

Thrives on complexity

Can explain difficult problems to others

Asks complicated questions and wants to know more

Completes work quickly and accurately



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Manipulates information

Works a Key Stage above expectation

Thrives on investigative studies and initiates own investigations

Can develop and use formula at an early age

SCIENCE

Investigative skills level a key stage higher than age expectancy e.g. KS1 can predict and reason, KS2 Hypothesise with alternatives, inference and evaluation

Intuitive understanding for the subject

Studies for pleasure

Already knows - excellent background knowledge

Curiosity and original ideas, e.g. initiates own investigations

Grasps the meaning quickly

Is able to carry through investigations logically - can interpret results and apply them to other situations

DESIGN AND TECHNOLOGY

KS1 & KS2

Is original, creative but realistic in the design process

Is able to work in a wide range of materials and situations successfully



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Produces articles of consistent high quality for his/her age. Showing a deep understanding of the materials

Evaluates and adapts to problems encountered is persistent and inventive

Child is willing to work with unfamiliar materials and processes

Initiates projects

Thrives on complexity

Is self-critical and can identify strengths and weaknesses in finished products and can suggest solutions

Carries on outside school without being prompted

INFORMATION AND COMMUNICATION TECHNOLOGY

KS1 & KS2

Seems to instinctively understand what should be done

Can apply knowledge and understanding across applications

Use applications creatively and not always in the manner for which they were designed

Manipulates information

Can identify a problem and solve it

Is confident enough to experiment in a rational and logical manner and therefore is persistent, resourceful, self-directed and self motivated

Is Able to break into the system

Can teach others including teachers

Has programming and system analysis skills



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HISTORY & GEOGRAPHY

Skills level a key stage higher than age expectant e.g. chronology, map reading

Takes questioning one step further than expected

Discusses in detail and elaborates

Works beyond the group

Show strong feelings/opinions

Already knows

Draws inferences

Is intense about subject

Manipulates information

Initiates own projects/self directed

Has original ideas

Can discriminate and discuss the credibility of sources

Can clearly empathise why people behave as they do and give reasoned justification

ART

Has an individual style

Can interpret the subject in original ways, is imaginative

Perception advanced beyond his/her chronological age



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Can use several elements of art in an advanced form beyond expectation
(not just the child who can draw well)

Shows artistic flair in several media

Has an understanding of colour

Knows what a finished product will look like

Can show a different personal response to those expected/ or directed

Shows a mature response to the work of other artists often seeing beyond
the obvious

Keenly/ critically observant

Older children may express a more emotional level of sensitivity

Can draw what is seen not what is thought to be seen

Successfully experiments with the visual elements

MUSIC

KS1

Acute sense of rhythm

Sings in tune/ pitches perfectly or nearly perfectly

Can memorise rhythm and tune and repeat after an interval

Able to experiment with music purposefully

Manipulates and augments music

Sees patterns in math's and manipulates numbers



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Initiates musical activities on own

Can discuss a piece of music perceptively beyond their years

KS2

The above criteria +

Takes to an instrument quickly and easily with little teaching

Play expressively and sensitively

Can play by ear

Plays purely for enjoyment

Instinctively plays an instrument

PE

Single minded to his/her approach to subject

Highly competitive

Self critical - strives for perfection

Intense about own subject

Can cope with physical activities requiring high degree of motor co-ordination

takes lead in activities

Strong, controlled and agile

Skills a key stage higher than would be expected

Excellent sense of rhythm able to empathise with stimulus

Can extend and refine dance movements



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In KS1 able to put movements together in sequence showing maturity beyond years

Demonstrates a good awareness of tactics

Can interpret music with flair

RE

Informed in unusual areas often beyond their years

Shows unusual insights

Shows high level of sensitivity and empathy

Is intrigued by human nature and questions the actions of individuals and society as a whole

Shows strong feelings and opinions

Questions deeply

Discusses in details and elaborates

7. GENERAL STRATEGIES FOR SUPPORTING MORE ABLE PUPILS

Provision

High achievers need a challenging, demanding curriculum. They need to be given a chance to get into depth into their own specialist subject. High achievers need challenging extra work not more of the same.

Three potential ways forward both nationally and locally.

- 1 Potential
- 2 Opportunities/Support
- 3 Motivation



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Other provision to be considered and used if and when appropriate

- 1 Mixed ability/setting/streaming
- 2 Links with outside expertise
3. Use of industry, commerce, parents
- 4 Outstanding individuals in own community - technicians, musicians, artists etc.
- 5 Use of societies, librarians, curators
- 6 Extra curricular activities – e.g. chess
- 7 Saturday, twilight and lunchtime activities
- 8 Co-operation between schools (occasional get together for challenging activities)
- 9 Sharing staff expertise within school and LEA
- 10 Sharing resources
- 11 Competitions and special courses
- 12 Funding teacher or suitable adult to mentor child
- 13 Planning provision in short and medium term plans
- 14 Tailored homework
- 15 Using the pupils themselves
- 16 Open competition
- 17 Using the pupils as the teacher
- 18 Pupils becoming their own teachers
 - a) Pupils devise the next work card
 - b) Pupils predict the class's next step
- 19 Using yourself as a resource
- 20 Designing a new curriculum extension
- 21 Using the School's facilities better
- 22 Language classes
- 23 Talent classes
- 24 Specialised training courses
- 25 Children involved in their own target setting
- 26 Compact the curriculum. I.e. Not following a scheme of work to the letter if the children can follow it easily.

Long Term

The Long Term Plan organises the curriculum in a spiral, which enables children at all levels to revisit and progress from where they left off.



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Medium Term

The nature of the medium term planning in this school requires provision to be made for children working across at least 3 levels of the National Curriculum. The Units of work highlight expectations at three levels, which helps teachers to plan and differentiate for each strand of the national curriculum across an even greater range. We have accounted for extension beyond level 5 in some areas, though clearly teachers of Year 6 pupils identified on the register would need to check that then range given was sufficient.

Short Term

Specific learning objects are identified for all pupils within short term planning. It is expected that differentiation will be included for more able pupils as a group. However specific objectives and provision may be required for the highest achievers who should be named and if necessary separate planning will be provided for them.

8. SPECIFIC PROVISION

The following subject specific advice will enable teachers to work together alongside parents, other professionals and experts to ensure that every opportunity is exploited in the interest of the higher achieving child.

All subjects

Pathway	Possibilities
Pupils involved in target setting	
	Ensure targets are sufficiently challenging
Plan curriculum experiences with them in mind	
	What are their interests? How do they like to learn?
Understand and use challenge in the classroom	
Know how to deepen, broaden or accelerate the curriculum	
Use a variety of teaching approaches	



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Use peer and self assessment to stimulate and attend to the pupil voice	

English/Reading

Pathway	Possibilities
Consult language coordinator to consider evidence and way forward	
	Monthly reading conferences with coordinator Produce IEP of reading intensions e.g. Author hit list Ensure that child has access to a wide variety of literature Introduce child to adult type literature Seek advice from next KS phase or advisory service
Discussions with parents/carers (if appropriate) concerning particular talent and how extra opportunities can be secured	
	Purchase of suitable reading materials Visits to libraries and exhibitions Access to clubs and societies Theatre and other cultural visits Suitable magazines, periodicals and newspapers Tutors Sponsorship
Seek mentor	

	Coordinator Local Author Next Phase
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	Older child
Meetings with other talented children	
	Clubs/Societies Cluster clubs
Specialised homework	
	Encourage children to pursue own lines of interest Seek advice from other experts (Next Key stage or phase, local authors etc)

English Writing

Pathway	Possibilities
Differentiation	
	Consider more planning with the child
	IEP
Greater attention for planning perhaps use of writing frames for writing	
Use of more sophisticated dictionaries/thesauruses etc	
Show similar genre writing from older children to encourage higher goals	
	Go to KS3 for top KS2 if necessary
Discuss with parents	
Appoint mentor	
Consider possibility of enriching outside school	
	If e.g. poetry writing try offering a more challenging style

Look at assessment criteria from SATS	
Generally expect writing at greater	



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depth/length	
Encourage wider reading linking reading and writing to provide good model	
	Library use
Encourage taking part in writing competitions even if this is not a whole class activity	
Pen friend with child of similar ability	

Maths

Pathway	Possibilities
Confer with subject coordinator and talented advisor/head	
Look at evidence	
Consider next step	
	Differentiate in planning Fast track through scheme Moving children to work with higher ability groups
Discuss with parents	
	Individual tutoring evenings etc
	Child working individually if appropriate (own IEP) Out of school activities with other talented children Cluster club Finding new materials etc. appropriate to need Specialist homework

Continual tracking of progress through testing, monitoring etc	
Seek expert advice through advisors, secondary schools, other schools, governors etc	
Consider mentor	



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Science

Pathway	Possibilities
	Pay particular attention to AT1 ability to ask questions, hypothesis, look at test assessments, SATS
Can child carry out investigations in a logical way without too much teacher intervention	
	Differentiate in planning
Seek advice from science coordinator/Talented child coordinator	
	Individual IEP if necessary
	Introduce recording results in table form, use of accurate measuring
Move child to next level of Key Stage 2 if achieving level 3 at Key Stage 1	
	Use a more investigative approach, record results using line/scatter graphs
High achievers at KS2 move onto KS3 programmes of study	
	Children should be using their results to draw conclusions and make general statistics
Seek advice from secondary school	
Resources, mentor, input and help from industry, consider cluster clubs	

Design Technology

Pathway	Possibilities
Identification of a child who is talented in Design Technology. Some children appear talented through a high degree of skill in their	



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<p>use of tools. This is often a result of a lot of experience at home working with wood etc. A broader range of evidence however should reflect a talent in the subject.</p>	
<p>Confer with coordinator and consider evidence and next steps</p>	
	<p>Suitable activities in lessons to stretch abilities (IEP's) Full appreciation of the development strands exemplified in the Assessment Folder to enable pupils to strength beyond their peers Appropriate differentiation and grouping which enables talented pupil to extend skills Coordinator to advise on necessary skills development</p>
<p>Seek advice from advisory service and next phase</p>	
	<p>Seek advice to enable the strand (above) to be extended to meet the needs of pupils working beyond the KS2 curriculum Seek training for Coordinator/Teacher in extending understanding of skills, tools and techniques to enable pupil to design and make products of a higher technical specification</p>
<p>Appoint a mentor to support pupil (if non available in school look further afield)</p>	
	<p>Consider staff expertise Involve governors in the needs of the pupil</p>



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	<p>Seek advice form the next phase Ask within the wider school environment Seek further staff training Ensure appropriate use of mentor for the pupil during any D and T module Cluster club Sponsorship</p>
Discussions with Parents/Carers (if appropriate) concerning particular talent and how extra opportunities can be secured.	
	<p>Produce a package of possibilities, which could be used by parents/carers to promote the development of the pupil's interest and appreciation of Design and Technology. E.g. A list of inspirational museums, Sites of particular Design or Technological interest. Books, which demonstrate disassembly and aid the design process not forgetting: food, mouldable materials and textiles. Equipment which increases the pupils understanding of complex linkages gears and technological processes. I.e. Technical Lego and beyond</p>

Information Communication Technology

Pathway	Possibilities
Identification of a child who is talented in the use of Information	



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<p>Technology. This may not be easy as some children appear talented but it is more a reflection of the increased exposure they have with ICT at home in comparison with the more limited time at school.</p>	
<p>Confer with coordinator and consider evidence and next steps</p>	
	<p>Suitable activities in lesson to stretch abilities (individual IEP) Full appreciation of the development strands exemplified in the Assessment Folder to enable pupils to stretch beyond their peers.</p>
<p>Seek advice from advisory service</p>	
	<p>Seek advice to enable the strands (above) to be extended to meet the needs of pupils working beyond the KS2 curriculum. Seek training for coordinator/teacher in extending understanding and application of key programmes such as Apple Works, Excel, Microsoft Word, and Multi Media CAD programs. Seek advice on appropriate new software</p>
<p>Discussions with parents/carers if appropriate) concerning particular talent and how extra opportunities can be secured</p>	
	<p>Initiate discussion out of school access to computer hardware Home computer Access to school machines after school Access to school machines at lunch time</p>



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	<p>Discuss software requirements and appropriate directions the pupil should explore</p> <p>Consider the possibility of (hired) portable loan machine(s) being made available to children with particular needs</p>
Appoint a mentor to support pupil. (if none available in school look further afield)	
	<p>Consider staff expertise</p> <p>Involve Governors in the needs of the pupil</p> <p>Seek advice from the next phase</p> <p>Ask within the wider school environment</p> <p>Seek further staff training</p> <p>Look to links with industry and sponsorship</p> <p>Cluster club</p>

Geography/History

Pathway	Possibilities
Confer with coordinator and consider evidence and next steps	
	<p>Advice from next KS</p> <p>Advice from next phase</p> <p>Advice from LEA</p>

<p>Discuss with parents if appropriate about outside activities</p> <p>Membership of Geography/History society</p>	
	<p>Field Trips</p> <p>Visits to museums and exhibitions</p> <p>Specialist Magazines</p> <p>Library visits</p> <p>Suitable TV programmes</p>



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	Seek funding and sponsorship
Seek suitable mentor	
	Seek suitable mentor Class teacher Geography/History co-ordinator Local geography/History specialist Meteorologist/curator etc.
Arrange meeting with other talented children	
	Cluster group clubs
Specialised homework	
	Seek advice from next phase or Key Stage Encourage children to initiate own projects and lines of enquiry Develop use of IT

Art

Possibilities
KS1 Within School Take opportunities for discussion to enhance or increase artistic awareness of quality and discernment of their work Value child's work A child needs to know its work is regarded as being of good quality Pupil involved in the setting of challenging targets Ensure a wide vocabulary of skills Ensure a wide range of media, encouragement's and stimuli Avoid comparison with adult art or derived copied images If appropriate fast track to KS2 list (below) If appropriate talk to parents Advise on art materials at home Seek appropriate out of school activities Appoint a mentor and possibly seek sponsorship
KS2



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<p>Within School</p> <p>Seek further advice from co-ordinator on way ahead</p> <p>Pupil involved in target setting which is suitably challenging</p> <p>Encourage depth and quality of response re-space, scale, relationship proportion and correlation between parts of 2D or 3D work</p> <p>Build artistic confidence in handling media</p> <p>Appoint a mentor</p> <p>Find time to develop these skills</p> <p>Begin teaching 'tricks of the trade'</p> <p>Develop imaginative expressive language by discussion and demonstration from acknowledged artists</p>
<p>Outside School</p> <p>Assist with good advice on home materials 'not just quick fix kits'</p> <p>Seek out an Art Club</p> <p>Consider private lessons</p> <p>Consider loan of equipment</p> <p>Seek specialist support and advice from advisor or/and secondary school art department</p>

Music

Pathway	Possibilities
Confer with coordinator and consider evidence and next steps	
	KS1 consider early tuition on the recorder Suitable activities in lessons to stretch abilities
Ask for further advice and assessment	
	Peripatetic Teachers Music Advisory Service
Consider suitability for instruments available in school and tuition	



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	Violin, recorder (descant, treble, etc), Woodwind, brass, guitar, keyboard/piano, consider hiring instrument
Discussions with parents (if appropriate) concerning particular talent	
	Private tuition Seek ways of funding tuition if parents are unable to do so Availability of instruments, time and space for practice Learning more than one instrument
Seek opportunities for music making outside of school	
	Training Orchestra Meeting children with similar talents Consider meeting with other talented children initially from the Beverley Clusters Support group for children - consider asking music service about possibility of starting one for East Riding children Holiday activities
Speak to next phase for advice	
	Availability of tuition Loan of instruments Possible inclusion in clubs

Find suitable mentor (if none available in school seek further afield)	
	Consider staff expertise (include all staff) Ask for advice and support from governors



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	Seek advice from next phase
	Ask within wider school environment Ask music advisory team to suggest any suitable mentor Funding and sponsorship (outside activities, concerts etc.)

PE

Pathways	Possibilities
Confer with coordinator to consider evidence and next steps	
	KS1 participate in KS2 clubs etc. Suitable activities in lessons to stretch ability Mentor to coach in school
Seek further support advice from sports development	
	Suggested inclusion for class work Availability of suitable clubs/teams Professional tuition
Speak to parents with suggested possibilities to enable child to reach full potential	
	Private coaching Location of appropriate clubs/teams Funding Transport Suitable mentor

RE

Pathways	Possibilities
Confer with coordinator and consider evidence a way forward	
	Advice from next KS Advice from next phase Advice from LEA



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Discuss with parents if appropriate possible outside of school activities	
	Membership of clubs/societies Library visits
	Suitable TV programmes Discuss group/debating societies Meetings with people from different cultures with different beliefs Meeting with other children talented in this area
Seek suitable mentor	
	Coordinator Local religions leader
Specialist homework	
	Seek advice from next phase or KS Encourage children to initiate own projects and lines of enquiry

9. ENRICHMENT SOCIETY

An Enrichment Society will be held weekly. The meetings will be led on a rotational basis by a variety of staff. This society will enable Gifted and Talented pupils to come together to undertake activities based around problem solving. These meetings will be subject specific and be focused for Key Stage 1 or Key Stage 2 children.

All of the children in Key Stage 2 will be given an Enrichment Activities folder for which they will be given activities to complete at home if they choose to. The Gifted and Talented coordinator will mark and replace these.

10. INDIVIDUAL EDUCATION PLANS

It is not expected that individual IEPs will be provided; however for a pupil whose needs cannot be catered for within normal short term planning an IEP will be provided.



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The I.E.P. will set out clear targets. Provision and support will be identified to achieve these targets. The pupils will be directly involved in all stages of the process from development through implementation to evaluation and review. The opportunity will be given for children to call their own review meetings if they feel that they have achieved their targets or wish to instigate other areas of study. Otherwise review meetings will be held at least once a term.

11. PARENTAL INVOLVEMENT

Parents will be informed, in agreement with the class teacher, when the child enters Key Stage 2. This will be in the form of a letter addressed to the parents. The letter will clearly state that children have appeared in the top 5 – 10% of their year group, however this may change year on year. Parents are then invited to talk to the Gifted and Talented coordinator if they choose to.

12. EQUAL OPPORTUNITIES

At all stages of identification of pupils as being 'high achievers' care must be taken to ensure that all children regardless of gender, ethnicity, and social background have the opportunities to display, develop and prove their talent. Clearly children from affluent, professional homes may find it easier to display a talent in some areas such as music/dance/technology/ICT and Art than those that have not had the opportunity to find their own talent let alone demonstrate it to a wider audience.

13. PUBLICATION DETAILS

Name of co-ordinator: Mrs Alice Hairsine

Edited by A.R.HAIRSINE with subject contributions by all the teaching staff.