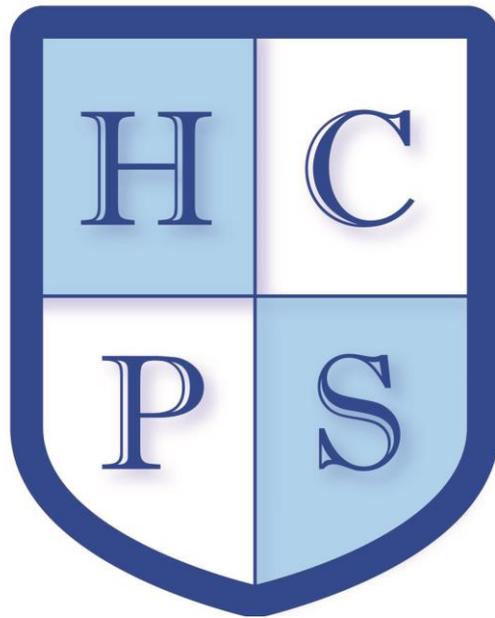


Hunslet Carr Primary School



Talented or Highly Attaining

High expectations
Caring
Positive attitude
Successful

Policy reviewed: March 2017

Next review: March 2019

High Expectations, Caring, Positive Attitudes & Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Purpose of the policy

For all people connected with the school to understand how the school will provide a supportive, stimulating and challenging environment for children who have shown a significant talent in a sport or performing art or who are performing at an attainment level significantly above the other children in their class.

Adoption

The school governors at their meeting on **29th March 2017** adopted this policy and the scale of charges set out below. This is reviewed annually.

Policy Statement

At Hunslet Carr Primary School we believe that all children are entitled to an education that will enable them to develop their full potential, (be that intellectual, physical, aesthetic, creative, emotional, spiritual or social); finding appropriate challenge in our learning environment.

All students have individual needs, which put personalised learning at the heart of our learning and teaching. Hunslet Carr Primary School is committed to providing a challenge curriculum for all students and inspiring a belief that 'Impossible is Nothing'.

Inspiring Values for Life

- Children are happy, secure, and confident and valued for their individuality.
- Children develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment.
- Our staff are energetic, passionate about these children and this community and are committed to giving them the best possible start in life.
- A positive and inclusive relationship is nurtured with parents and the wider community.
- The School at all times holds true to its values and aims and puts the children at the heart of all it does.

Inspiring Learning for Life

- Children achieve their academic potential through outstanding teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning.
- Staff continue to develop in their roles through high quality support, guidance and on-going training.
- First-rate facilities and an inspirational learning environment support the philosophy and aims of the School.
- Regular and robust self-evaluation and collective review ensures that the whole School is a learning organisation.

Inspiring Interests for Life

The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.

The curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

At Hunslet Carr Primary School, we aim to provide entitlement to:

- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other children, and active participation in the lesson.
- Staff commitment and training to develop childrens' full potential at all times.

- Skilled, organised and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as **Talented** or **High Attaining**.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and in some circumstances, counselling, visits to local industry, enrichment and enterprise, work experience and community service.

Links to other policies

This policy applies to all members of our school community.

Hunslet Carr is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

Further details are available in the school's Equal Opportunity Policy document and should be read in conjunction with the following documents:

- SEND Policy
- Learning and Teaching Policy

This document is reviewed annually by the Talented and High Attaining Coordinator.

The next review date is **March 2019**.

Definitions

High Attaining

At Hunslet Carr Primary School we are trying to develop a growth mindset as described by Carol Dweck. For this reason we do not describe children as More Able as this implies a fixed ability. Therefore we refer to children who are 'High Attaining' instead. (compared with the attainment of other children in their year group at Hunslet Carr PS) in one or more of the following subjects; Reading, Writing and Maths.

Talented pupils

Talented refers to those children who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other children in their year group.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let children know that there is more to being on the Talented and High Attaining register than high achievement in test scores. Commitment and application of ability is also required.
- To help curriculum areas to identify those children who have the potential to be highly productive and not just the children who come in with high target grades.
- To raise awareness of the fact that provision for the Talented and High Attaining also needs to encourage task commitment and creativity.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

Identification

Talented and High Attaining students are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny)
- End of year test results
- Mid Year Assessments

This information is collated by the Coordinator and is made available to all staff. The register details the subjects for which children have been identified as "Talented" or "High Attaining".

Provision: in-class approach

Strategies include:

- Pupil groupings (whether in mixed ability groups or ability sets)
- The provision of enrichment/extension activities and tasks.
- The provision of opportunities for talented and high attaining children to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally or children from other schools.
- Differentiation within curriculum areas, including on occasions, differentiated homework/independent study.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Mentoring, with particular emphasis on those talented and high attaining students who are deemed to be under-achieving. This may take the form of external tutors for academic or music.

Provision: out-of-class activities

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills:

- Challenge days, such as cross-curricular initiatives.
- trips
- The encouragement of pupils to enter local and national events, including competitions.
- Musical concerts, Drama workshops and performances.
- Sporting competitions and elite training activities.
- Networking with local schools.

Responsibility

With support from the SLT the Co-ordinator will have responsibility for:

- To gather names of identified students from all areas.
- To prepare a register of each cohort year.
- To categorize this information in a way agreed with the senior leadership team and to communicate back to teachers.
- Ensuring the policy is implemented.
- Co-ordinating the monitoring of progress.

- Ensuring that the professional development programme includes relevant aspects of Talented and High Attaining provision.
- To evaluate, annually, the progress made by children and provision generally.
- To consider, annually, the list of identified children.

Teachers will have the responsibility:

- To be aware of T&HA children in their class.
- To highlight to the Coordinator children who seem to meet the criteria.
- To ensure that enrichment/extension opportunities are passed on and made available to identified children.
- To evaluate the progress made by children and provision generally, in particular any T&HA child who may be underperforming.
- To provide a differentiated curriculum so that identified children are stretched to reach their full potential

Process for Review and Development

The list can be updated at any time but there will be a major review after the end of year exams and on receipt of updated data.

The provision is reviewed on an annual basis in the autumn term by the Coordinator in conjunction with Assessment coordinator.

Departmental Resources

There is a wealth of reference material and many additional teaching resources available in the school resource library and from the Coordinator.

Reference material is always available for staff in specific and identifiable folders in the Staff Room. All staff are welcome to approach the Coordinator for guidance, additional information and supplementary resources.

Equal Opportunities

Every child is treated equally in trying to meet his/her individual needs.

Health and Safety

The School's Health and Safety Policies are adhered to.

Evaluation

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress.

The responsibility for evaluation will fall to the Coordinator who will report directly to the SLT. Results of evaluation will be discussed annually at senior team meetings and shared with the governing body.

According to DFE 'Gifted' and 'Talented' is defined as:-

- Able pupils
- More able pupils
- The very able
- Exceptionally able
- Gifted children
- Those with exceptional talent
- Pupils with marked aptitude

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Category A includes gifted pupils and B to E pupils who are talented.

- Intellectual** (aspects of English, mathematics and science)
- Artistic and Creative** (art, design, music, drama.)

C. **Practical** (design and technology, mechanical ingenuity)

D. **Physical** (PE, sports, dance)

E. **Social** (Personal and interpersonal, leadership qualities, working with adults)

F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

Schools should also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.