

Policy for meeting the needs of children with a higher level of sustained interest and/or highly developed skills (HI/S)

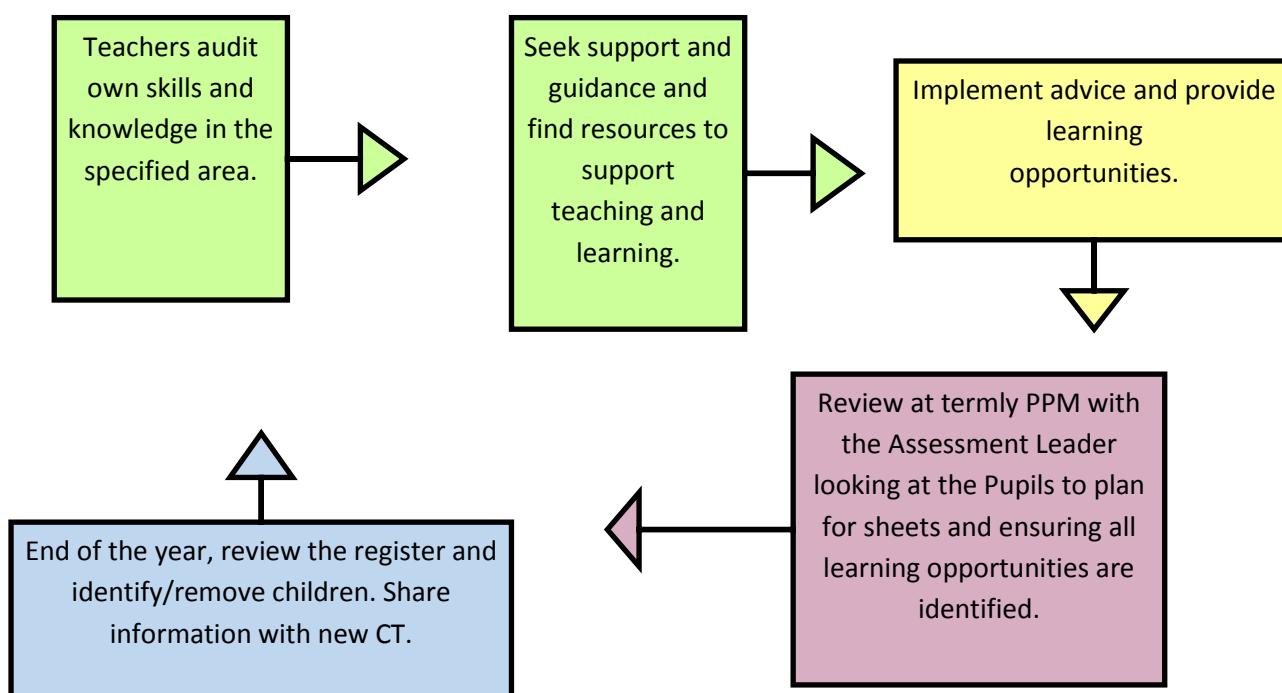


Our Vision

We believe:

- in providing an appropriate type and level of challenge for every learner
- in the importance of encouraging and developing a growth mindset to learning
- that building determination and resilience is crucial to enabling children to be the best that they can be
- in praising effort, progress and output – not ability
- that labelling children as ‘gifted & talented’ or ‘exceptionally able’ praises ability and that this can be harmful to a child’s resilience and their ability to cope with life’s challenges
- that Quality First Teaching should enable us to meet the needs of all groups of learners but that there will be cases/situations when it will be important to support or extend a child’s learning beyond the National Curriculum of their current academic year
- that we should never put a ceiling on any child’s learning
- that it is important that we understand those children who have ‘an unusually high level of sustained interest and/or unusually highly developed skills’ and that we use this to:
 - better engage them in other areas of their learning
 - further develop their knowledge, skills & understanding and
 - develop a curriculum that enriches their learning further.

What this looks like



Day-to-day in school:

Quality First Teaching meets the needs of all learners in the classroom, through carefully selected and well thought out tasks that are generally low-threshold (accessible to all learners) but have a high ceiling (developing the skills of all) and that provide opportunities to draw on prior knowledge. In some cases, this may involve taking a child's learning beyond that of the National Curriculum of their current academic year.

Teachers recognise the need to understand the interests of the children in their class. It can be helpful to select tasks carefully and deliberately in order to ensure that this interest is a driving force in enabling them to develop their skills across the wider curriculum.

Children with an unusually high level of interest are provided with opportunities to share their interest and develop the interest or skills of others (presenting in class/school, attending activities/clubs in school and out, peer support etc.).

External (above and beyond):

Where appropriate, children with an unusually high level of interest or skills, will be offered opportunities to attend workshops, learning outside the school and events to showcase or extend their skills. For example, children might attend sporting events, challenge workshops, concerts, representing the school, quiz competitions, working with experts etc.

Where appropriate, teachers will signpost parents of children identified to have an unusually high level of interest or skill towards opportunities to extend these skills outside of the school day. For example signposting to a sporting club, exhibition, concert or workshop.

Responsibility

The Assessment and Curriculum Leader has overall responsibility for:

- ensuring that this policy is implemented
- monitoring of progress of all HI/S pupils

In conjunction with the Assessment and Curriculum Leader, Phase Leaders are responsible for:

- ensuring that teacher planning includes provision for HI/S pupils wherever possible.

This policy is reviewed on a biannual basis by the Assessment and Curriculum Leader in conjunction with the Governing Body Impact Monitoring Pair responsible for Personal Development, Behaviour and Welfare.