



## Guidance on Working with High Attainers and Children with Talent

### Principles

- We value, encourage and inspire all children to flourish and achieve their best in all subject areas.
- We are committed to every child making good progress from their starting points, including children who are attaining at a higher level.
- We do not use set criteria to identify or label children as “gifted” preferring to ensure that through our provision all children are able to make good progress and achieve their best.
- This guidance applies to children who may be described as high attaining, working above age related expectations, working at greater depth, or exceeding expectations.
- We are committed to ensuring that all systems support our teachers to focus on planning and teaching rather than creating data. Therefore our tracking and data system is light touch, supporting teachers to be aware of the children who need further challenge or support.

### Challenge for All

Curriculum documents across all subject areas include a Greater Depth section which includes:

- A) overarching aim and subject specific principles to guide and support teachers
- B) activities that provide opportunities to foster interest, develop skills, and support application of those skills across other subjects.
- C) what greater depth looks like in that subject and what teachers can do to support children working at this level, with a focus on developing skills, including subject specific skills, further in addition to exploring the subject more widely and in greater depth.

This is used to ensure that all children are offered a range of challenges across the curriculum to meet the needs of every child in the class.

- Children who are attaining at a higher level are supported to choose tasks at an appropriate level.
- Challenge may be in the form of a separate task, but this is often not the case with, instead, children accessing the same task in a number of ways and/or with different levels of support.
- Children who are exceptional, who have skills, knowledge and understanding at a level several years above their chronological age in an aspect of the curriculum, will be set work at an appropriate level to ensure they continue to make good progress. There is no set criteria for this in order to ensure that a range of factors are taken into consideration in order to make sure that the work is appropriate for the individual child.

### Progress of children:

We believe that teachers’ knowledge of the students they are working with is highly important, and that they are in the best position to make a holistic judgement on how students are achieving, rather than basing this on single tests.

Teachers are consistent in their judgements. Clear guidance is given for each subject to support



judgements of Greater Depth, identifying use of certain skills and what a teacher would expect to see for a child who is achieving at greater depth.

In English and Maths children's progress is tracked using Target Tracker throughout the year.

Teachers monitor all children's progress across the curriculum through classroom interactions and use of our Excel Tracking Sheet. If a child is falling back from their previous level of attainment, teachers intervene to support. Interventions will vary dependent on the student and the situation, but may include discussing their learning in order to motivate and engage further, work out what their barriers are and put in place strategies to support and allow them to access challenge.

## **Talent:**

We recognise "talent" as a natural ability to do something really well in a wide range of curriculum and non-curriculum areas eg in art, drama, dance, sport, music, leadership. We also recognise that these abilities can be nurtured and developed, as well as celebrated.

**At school:** Some children display a flair or talent through activities at school. Teachers such as specialist sport, French (KS2) and music teachers who see each child at least once a week are in a strong position to be able to identify any child who shows exceptional talent or ability in that subject.

Teachers ensure that children have the opportunity to develop their abilities further in lessons as well as to demonstrate these to others.

When a talent is identified in school, children are signposted to clubs or events outside school or to music instrument lessons, clubs or events in school. Children from **disadvantaged backgrounds** are funded in music instrument lessons and signposted to low cost or free clubs, summer play schemes and other opportunities as they arise. Parents are also informed and encouraged to support their child in this talent.

**Outside School:** Some children display exceptional talent that they are developing outside school through activities that do not take place in school, for example, Taikwondo, Ballroom Dancing, horse riding. These are valued and celebrated through presentations in Celebration Assembly or with their own class. Through this, other children in the school are made aware of opportunities that exist outside of school and may inspire them to take up in the future. We look for opportunities for children to share their talent with the school when and if appropriate.