



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.

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. The curriculum is enriched through extracurricular 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.
11. The school has a strong sense of identity and purpose – parents, staff, pupils are 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 in order to help them 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. When appropriate to give the children a mentor whom they can approach with any questions or problems.



4. DEFINITIONS

Gifted (Dfes definition)

This is 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 why and where, as well as how and why and is 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.
6. Has special abilities in areas such 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

Discusses in detail, elaborates

Top group

Beyond the group

Listens with interest

Shows strong feelings/opinions

Learns with ease

Already knows

Enjoys peers

Prefers adults

Grasps the meaning

Draws inferences

Completes assignments

Initiates projects



Is receptive

Is intense

Copies accurately

Creates a new design

Bright Child

Gifted Learner

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 recorded as 'challenging' in Development Matters will be added to the register.

Standardised Testing

Children may be tested on standardised tests in order to gain a standardised score. Teachers will use this information to inform their judgements and will look carefully at children who achieve a standardized score of 120 and above when making their decision.

FLiC Assessments

Children who achieve over 50% of their objectives at an enhancing level should be added to the register.



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 who 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.
- Insatiable appetite for the printed word
- Draw inferences - goes beyond the literal

KS2

- An inferential reader
- A child scoring above 120 on standardised tests (to be used in conjunction with other criteria and at the discretion of the teacher)
- Insatiable appetite for the printed word
- 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
- 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

KS2

- 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.
- 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
- Thrives on investigative studies
- Numerically fluent
- Fluent knowledge of number bonds up to 100 and is able to demonstrate how to use them through a variety of means (pictorial and concrete).
- Fluent knowledge of mathematical processes with the ability to explain reasoning through a variety of methods.

KS2

- Thrives on complexity



- Can explain difficult problems to others
- Asks complicated questions and wants to know more
- Completes work quickly and accurately
- Manipulates information
- Thrives on investigative studies and initiates own investigations
- Fluent knowledge of number bonds, times tables and division facts and is able to explain how to use them through a variety of methods.
- Fluent understanding of mathematical processes and is able to demonstrate understanding verbally and practically.

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
- 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

Computing

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

History and Geography

KS1 & KS2

- 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

KS1 & KS2

- Has an individual style



- Can interpret the subject in original ways, is imaginative
- Perception advanced beyond his/her chronological age
- 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 maths and manipulates numbers
- 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

KS1 & KS2

- 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
- In KS1 able to put movements together in sequence showing maturity beyond years
- Demonstrates a good awareness of tactics
- Possesses emotional maturity to deal with losing and be supportive of the team
- Can interpret music with flair

RE

KS1 & KS2

- 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 detail 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 deepen their thinking in their specialist subject.



- 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 Extracurricular 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 LA
- 10 Sharing resources
- 11 Competitions and special courses
- 12 Finding an adult to mentor a 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 Using yourself as a resource
- 19 Designing a new curriculum extension
- 20 Using the School's facilities better
- 21 Language classes
- 22 Talent classes
- 23 Specialised training courses
- 25 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.

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.

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	
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	



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	<p>The Guided Reading Programme is designed to meet the needs of the Gifted Reader.</p> <p>Special reading conference with coordinator</p> <p>Produce IEP of reading intensions e.g. Author hit list</p> <p>Ensure that child has access to a wide variety of literature</p> <p>Introduce child to adult type literature</p> <p>Seek advice from next KS phase or advisory service</p>
Discussions with parents/carers (if appropriate) concerning particular talent and how extra opportunities can be secured	
	<p>Purchase of suitable reading materials</p> <p>Visits to libraries and exhibitions</p> <p>Access to clubs and societies</p> <p>Theatre and other cultural visits</p> <p>Suitable magazines, periodicals and newspapers</p> <p>Tutors</p> <p>Sponsorship</p>
Seek mentor	
	<p>Coordinator</p> <p>Local Author</p> <p>Next Phase</p> <p>Older child</p>
Meetings with other talented children	
	<p>Clubs/Societies</p> <p>Cluster clubs</p>
Specialised homework	
	<p>Encourage children to pursue own lines of interest</p>



	Seek advice from other experts (Next Key stage or phase, local authors etc)
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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	Encourage attendance at the Story Writing Club
	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 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 Moving children to work with higher ability groups
Discuss with parents	
	Individual tutoring evenings etc
	Child to attend In House Maths Enrichment Problem Solving Club. 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	



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. G&T Scientists to be pulled together for an investigation in Science Week.
Curriculum units are extended into next Key Stage content	
	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	Look to Business and HETA to provide inspiration through visits and/or visitors for G&T scientists.



Design and Technology

Pathway	Possibilities
<p>Identification of a child who is talented in Design Technology. Some children appear talented through a high degree of skill in their use of tools. This is often a result of a lot of experience at home working with wood etc.</p> <p>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)</p> <p>Full appreciation of the development strands exemplified in the Assessment Folder to enable pupils to strength beyond their peers</p> <p>Appropriate differentiation and grouping which enables talented pupil to extend skills</p> <p>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</p> <p>Seek training for Coordinator/Teacher in extending understanding of skills, tools and techniques to enable</p>



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	pupil to design and make products of a higher technical specification
Appoint a mentor to support pupil (if non available in school look further afield)	
	<p>Consider staff expertise Involve governors in the needs of the pupil 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</p>



	processes. I.e. Technical Lego and beyond
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Computing

Pathway	Possibilities
Identification of a child who is talented in the use of Information 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.	
Confer with coordinator and consider evidence and next steps	
	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.
Seek advice from advisory service	
	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. Seek advice on appropriate new software
Discussions with parents/carers if appropriate) concerning particular talent and how extra opportunities can be secured	

	Initiate discussion out of school access to computer hardware
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	<p>Home computer</p> <p>Access to school machines after school</p> <p>Access to school machines at lunch time</p> <p>Discuss software requirements and appropriate directions the pupil should explore</p>
<p>Appoint a mentor to support pupil. (if none available in school look further afield)</p>	
	<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
<p>Confer with coordinator and consider evidence and next steps</p>	
	<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>



	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 Project Homework	
	Seek advice from next phase or Key Stage Encourage children to initiate own projects and lines of enquiry Develop use of IT

Art

<p>Possibilities</p> <p>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</p>
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Art

<p>KS2</p> <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>Invite to the Art Enrichment Club and point to the Y5/Y6 Art Club</p> <p>Engage the G&T Artist in special programmes with for example, Beverley Grange</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



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Consider suitability for instruments available in school and tuition	
	Violin, recorder (descant, treble, etc), Woodwind, brass, guitar, cello, percussion, 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 Ensure pupil is engaged in the School Orchestra, Choir and or Theatre Club as appropriate
Seek opportunities for music making outside of school	
	County Orchestras Performing Arts Groups 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)	



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	<p>Consider staff expertise (include all staff)</p> <p>Ask for advice and support from governors</p> <p>Seek advice from next phase</p>
	<p>Ask within wider school environment</p> <p>Ask music advisory team to suggest any suitable mentor</p> <p>Funding and sponsorship (outside activities, concerts etc.)</p>

PE

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



RE

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

A vast array of clubs in school, offer the gifted and talented child the chance to extend his or her skills and knowledge across most subjects. In addition some clubs are under the Enrichment banner and are specifically designed to meet the needs of the Gifted and Talented pupil.



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.

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 are informed following a discussion with the coordinator and class teacher and possibly a subject coordinator at the most appropriate moment. Normally this will be in KS2 but not exclusively so, particularly if a talent has been spotted in the Arts or PE.

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/ Computing and Art than those that have not had the opportunity to find their own talent let alone demonstrate it to a wider audience.