

Strengths and Interests Policy



Tannery Drift

— First School —

ROYSTON • HERTFORDSHIRE

Enjoyment – Achievement – Respect

Strengths and Interests Policy

1 Introduction

We believe that all children are unique and we value all their achievements. We aim to ensure that all children receive an education appropriate to their abilities and recognise that the curriculum for all will be extended by realising the needs of the most able.

2 We aim to

- Support the abilities, personal qualities and talents of all children.
- Provide teaching which makes learning challenging and enjoyable.
- Promote higher order thinking and questioning skills.
- Employ a wide variety of methods of recognition of potential.
- Stimulate children through extra-curricular activities and through curriculum enrichment.
- Work in partnership with parents and carers to develop their child's potential.
- Seek support and advice to assist in planning for children who have been identified as more able, gifted and talented.

3 Definition

Children could be identified as having strengths and interests in the areas of:

- general intellectual ability
- specific aptitude in one or more subjects or areas of knowledge

These children may have performance or potential performance substantially exceeding those of his/her peers in relation to their age group at school. Some children may be performing well above their chronological age.

4 Recognition

All children are regularly assessed to plan their next steps in lessons. The following methods and information will be used to contribute towards recognition:

- Teacher observation and daily assessment
- Response to challenges
- Background knowledge of teachers and support staff
- Reference to national expectations
- Parental or peer nomination

No one single method can be entirely accurate, and a combination of factors will need to be taken into account for each child.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then endeavour to provide support in developing skills and abilities.

5 Strategies that may be used to allow children to develop their skills and strengths

- Planning for differentiation
- Use of open ended questioning and tasks including investigations
- Pupil grouping
- Provision of enrichment and extension activities and tasks
- The development of independent learning skills by allowing pupils to organise their own work and tasks and become skilled in self evaluation
- A broad, creative curriculum, giving children the opportunity to develop as active learners.

6 Class teacher responsibilities

All children need to be provided with opportunities to challenge and develop their skills. Enrichment/extension work must be provided by the class teacher for those children who are working above the level of their peers. This will be made evident in planning and resources within the classroom.

7 Extra-curricular activities

These are highly valued for the gifted and talented child and include:

- Club activities – curriculum subjects and enrichment.
- Activity days and themed weeks
- Visits to other schools
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors
- Providing parents/carers with relevant information to support the child, e.g. holiday camps, websites, local clubs and festivals

8 Monitoring

- The Senior Leadership Team will ensure that class teachers carry out their responsibilities as listed.
- The Senior Leadership Team will conduct learning walks, planning scrutiny, Pupil Performance Meetings, Lesson Observations and Work
- Sampling on a regularly scheduled basis in line with the whole school monitoring overview.
- The SEND Governor will oversee provision for children with Strengths and Interests as part of the school provision for SEND.

9 Partnership with parents and carers

Parents and teachers will work together for the needs of those pupils with Strengths and Interests who are working above the level of their peers.

Parents and carers will be given the opportunity to discuss the strengths of their child at regular parents evenings and open days. Teachers will then consult with colleagues if necessary to discuss possible strategies to put in place to extend and support the child.

Information about some of the challenge opportunities provided to the child will be fed back to the parent/carer on a termly basis. Parents and carers are actively encouraged to share their own skills and interests with the school.

10 Learning Logs

The school has an investigative, open ended policy regarding homework. Children from the early years onwards are regularly asked to complete an open ended learning at home activity that can be completed in a way that encourages children to develop their key strengths and interests in a manner engaging to them.

11 Transfer and transitions

The school will liaise with local schools to provide information on more able, gifted and talented pupils.

12 Review

This policy will be reviewed 3-yearly by the Headteacher and/or the Senior Leadership Team.