



**The RJ Mitchell  
Primary School**

**More Able & Talented Policy**

**Review date: September 2017**

At this school there is equality in access to the curriculum for every child. No child will be prejudiced against for this subject regardless of nationality, race, gender, religion or sexual orientation. We have reviewed this policy and can confirm that we believe that no individual or group is disadvantaged by the processes outlined. We do acknowledge that our policy is in English and should a family whose main language is other than English, become part of safeguarding processes we will make sure their language needs are conveyed to social care and hold social care to account in providing translation and support services as needed.

This policy has been reviewed and no individual or group in the school community is disadvantaged by the policy and processes. We do acknowledge that this policy is in English and we have families that are speakers of other languages. Should these families be part of child protection processes we will, supported by other multi-agency partners involved, ensure that language is not a barrier to clear access to this policy and the processes that may ensue.

# More Able & Talented Policy

## Aims and Overview

The RJ Mitchell Primary School is committed to providing the best educational experience for all of its students and an important extension of the aims, policies and ethos of the school is to recognise the needs of 'More able' and 'Talented' learners and develop strategies for the identification, support and challenge of such learners.

Excellence is encouraged from all children and opportunities to excel are provided throughout the curriculum.

## We aim to create a culture of excellence by:

- Talking about learning and seeing learning as a reward in itself
- Demonstrating and communicating our own joy and passion for learning
- Ensuring the use of accurate and precise subject specific language
- Using 'hooks' to engage and enthuse the learners
- Ensuring that the curriculum is high in concepts and low in repetition
- Giving relevance to learning
- Encouraging risk-taking and bravery
- Using questioning skills which probe and support higher order thinking skills
- Using apt pace
- Encouraging learners to rise to challenges and 'grapple' with problems
- Having fluidity within the classroom, lesson planning and in groupings
- Supporting learners when needed and often allowing this to be self-selected
- Offering challenging extension activities which deepen learning
- Encouraging curiosity and enquiry
- Pitching lessons high with richness and creativity
- Encouraging pupils to be active learners who ask questions, showing inquisitiveness

## For our 'More able' and 'Talented' pupils we aim to:

- Implement procedures and strategies that will address the needs of an identified cohort of 'More able' and 'talented' children.
- Ensure that 'More able' and talented children are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- Provide opportunities for 'More able' and 'talented' children to work at a mastery level and / or to develop specific skills and talents.
- Recognise the needs of more able children within a framework of equal opportunity and mixed ability teaching.

## Definition

A percentage of children in our school are considered to be more able and/or talented. In accordance with NACE guidelines 'more able and talented' refers to a child whose performance exceeds that of his/her peers in relation to national expectations and their age group in school but who does not necessarily perform at a high level across all areas of learning. More Able and Talented therefore describes children who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas.

Ability has been defined as recognising the academic, practical, creative, musical, physical, sporting and social performance of a person. A 'more able' child is one who has the capacity for or demonstrates significantly higher levels of performance in one or more of these areas than most children of the same age. A talented child is one who has a specific ability in an academic or non-

academic area. This could include a physical talent, performance, leadership, social awareness and creativity.

Teaching staff have received training during the academic year 2015-16 on this area from Ann Nelson, LA lead for MAT.

### **Identification**

We use a range of strategies to identify both 'More able' and 'Talented' pupils. The identification process is on-going and begins when the child joins our school. The process involves staff, pupils, parents and carers.

To identify the MAT children we use teacher assessments and in-year tracking. We also use the identification materials recommended by Ann Nelson, LA lead for MAT- see appendix 1.

Once identified by teachers a pupil questionnaire is undertaken to identify skills and talents- see appendix 2.

A parent questionnaire is also sent out at this time which helps to identify skills and talents away from the school environment- see appendix 3.

### **The School Register**

The pupils, who are identified by the school as being 'More able' and 'talented' in each year group, will be placed on to the school register. The area of ability is recorded.

The register is reviewed annually during which an evaluation and update of the register will take place. The register begins at Reception Class.

### **Provision**

#### **The Role of the Head Teacher and 'More able' and 'Talented' lead**

- The Head Teacher and More able and talented lead will:
- Promote the culture of excellence
- Maintain the MAT register in consultation with other staff.
- Monitor the schools provision for children identified as being more able or talented
- Closely monitor the children's' progress termly using the school assessment policy.
- Liaise with teaching staff to discuss the progress of the more able and talented children.
- Review the policy on a two-year cycle.
- Ensure a provision of enrichment activities. This involves offering learners a wide variety of opportunities, both within and outside the curriculum and exposing them to experiences not usually encountered as part of the standard curriculum.
- Promote personalised learning in teaching and learning throughout the school.
- Link with Secondary Schools to provide opportunities and enrichment opportunities to develop more able and talented strengths and specific skills.

#### **The Role of the Senior Leadership Team:**

- Promote the culture of excellence
- To ensure teaching includes activities which are differentiated to meet the needs of all children (including more able and talented children)
- Include provision for More able and talented in curriculum policy.
- Monitor and evaluate pupil progress and teaching and learning.
- Organise enrichments activities both within school and in our community.

#### **The Role of the Class Teacher:**

- To promote the culture of excellence.
- To ensure teaching includes extension activities which stretch and challenge all children (including the More able and Talented)

- To provide children with opportunities to extend their talents and develop their depth of learning and deepen/ master their understanding by promoting higher order thinking skills, problem solving, open ended, investigative and creative activities.

**The Role of the Subject lead:**

Provide opportunities that will challenge MAT children in subjects in which they excel. These may be part of the normal curriculum or be extracurricular activities. MAT pupils will be specifically targeted to become involved in activities that match their areas of aptitude.

**\*More able and Talented and the New Curriculum**

Before moving on to new learning, children should apply their learning in a range of contexts deepening their understanding. The DfE has added weight and focus to a child's ability to apply their learning- this is called depth of learning or Mastery. This means how a child can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. A child with a better depth of learning will score higher in the new end of key stage tests than a child with a lower depth of learning even if they know the same content. Depth of learning is how skilfully a child can apply their learning in increasingly more difficult situations.

In the new National Curriculum, it is expected that children (in general) are all taught the same objectives across the year. The most able children, who most often learn more quickly, cannot be challenged by teaching them the objectives from the next year group; instead, they are stretched by having to apply and link their learning in deeper ways - they are stretched by exploring their application of learning.

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### **Very able pupils are often not model students!**

- Bright children answer the questions while very able pupils question the answers
- Bright children memorise easily. Very able children are good at guessing the right answers
- Bright children learn with ease, but very able children may get bored because they already know the answers
- Bright children listen well, very able children may express strong feelings and opinions
- Very able children often have an inappropriate sense of humour

### **Very able or just bright?**

- A bright child knows the answers, a very able child asks the questions
- Bright children are interested. Very able children are extremely curious
- A bright child will pay attention, while a very able child will often not seem to pay attention but will take in information anyway
- Bright children work hard and very able children may play around but still get good grades and test scores

## **More Able Pupils: Subject Criteria**

What are we looking for in our more able children in specific terms?

This list is not exhaustive but gives important general indicators which are going to help us identify our More Able, Gifted and Talented children. The children may exhibit some of the following characteristics.

In terms of the National Curriculum we would identify the following areas, which are not listed in order of priority.

### **English**

#### Creative flair

- write and talk in imaginative and coherent ways
- elaborate on and organise content to an extent that is exceptional for their age
- be passionate and enthusiastic about writing

#### Stamina and perseverance

- use any suitable opportunities to produce work that is substantial and obviously the product of sustained, well directed effort

#### Communicative skills

- involve and keep the attention of an audience by exploiting the dramatic or humorous potential or ideas or situations in imaginative ways
- take a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- write with a flair for metaphorical or poetic expression
- grasp the essence of particular styles and adapt them to their own purposes
- express ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences
- use ICT to research ideas and create new text

#### Ability to take on demanding new roles

- research, compare and synthesise information from a range of different sources, including ICT
- engage seriously and creatively with moral and social themes expressed in literature

#### Arguing and reasoning

- create and sustain accounts and reasoned arguments at a relatively abstract or hypothetical level in both spoken and written language
- grasp the essence of any content and reorganise it in ways that are logical and offer new synthesis or insights
- justify opinions convincingly, using questions and other forms of enquiry to elicit information and take up or challenge others' points of view

### Awareness of Language

- understand the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts
- show an interest and enthusiasm for language study, including an awareness of the relationship between words of different languages that are not apparent to most of their peers.

Other pupils may have unusual abilities in specific areas, such as, poetry, drama, or their understanding of the nature and structure of language, whilst being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to level descriptions.

### Mathematics

Pupils show their special talents in mathematics in a range of ways and at varying points in their development. However, they are likely to:

- learn and understand mathematical ideas quickly
- be more analytical, reflect on and improve approaches to problems
- be able to form generalisations
- think logically and see mathematical relationships
- make connections between the concepts they have learned
- identify patterns easily
- apply their knowledge to new or unfamiliar contexts
- ask questions that show clear understanding of, and curiosity about, mathematics
- be passionate and enthusiastic
- take a creative approach to solving mathematical problems
- sustain their concentration throughout longer tasks and persist in seeking solutions
- be a good communicator - verbally and written
- be more adept at posing their own questions and pursuing lines of enquiry
- move from the concrete to the abstract effortlessly
- be able to quickly apply concepts to real-life situations and in a variety of concepts
- have good mental agility
- have a quick recall of number facts which can be applied to problem-solving
- have quick computation skills
- have good estimating skills
- to be able to handle data with ease
- be able to contribute effectively to group discussions and help develop the learning of others

Some pupils who are more able in mathematics perform at levels that are unusually advanced for their age. Other pupils with exceptional mathematical potential may not demonstrate it in this way, for example, they may have high levels of reasoning but be unable to communicate their ideas well orally or in writing.



## Science

Children may:

- be extremely interested in finding out more about themselves and things around them
- enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- be inquisitive about how things work and why things happen (they may be dissatisfied with simplified expressions and insufficient detail)
- ask many questions, suggesting that they are willing to hypothesise and speculate
- use different strategies for finding things out (practical and intellectual) - they may be able to miss out steps when reasoning the answers to problems
- think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teachers!)
- decide quickly how to investigate fairly and manipulate variables
- consider alternative suggestions and strategies for investigations
- analyse data or observations and spot patterns easily
- strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument)
- make connections easily between facts and concepts they have learned, using more extensive vocabulary than their peers
- think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations
- understand the concepts of reliability and validity when drawing conclusions from evidence be easily bored by over-repetition of basic ideas
- enjoy challenges and problem solving, while often being self-critical
- enjoy talking to the teacher about new information or ideas
- be self-motivated, willingly putting extra time – (but they may approach undemanding work casually and carelessly)
- be curious
- take risks
- draw, analyse and question conclusions
- reflect on past experiences and plan with these in mind
- have a good understanding of fair testing and the need for it
- be able to justify predictions
- select suitable equipment and use it appropriately
- be able to use higher order questioning skills, e.g. will consider the next step from conclusions already drawn
- question other people's ideas
- want to extend work and will carry this out independently
- be able to explain ideas and processes to others and support them in their investigations

- make links with other curricular areas and apply these to current work
- draw on mathematics and information technology knowledge in using data handling to interpret, analyse and present information
- draw on real-life situations
- grasp a concept and apply to different contexts
- have good research skills
- challenge and test new information

## **Computing**

- use it with confidence
- use it appropriately, e.g. in the selecting of and transferring of information
- draw on and apply cross-curricular knowledge in supporting a task
- be able to select layouts and modify tasks
- be able to program sequences to control a desired outcome and use variables to alter this
- be willing to risk take and experiment
- apply knowledge from one piece of technology to another

They also may, in more specific terms:

- demonstrate ICT capability significantly above that expected for their age
- learn and apply new ICT techniques quickly, e.g. shortcut keys
- use initiative to exploit the potential of more advanced features of ICT tools
- transfer and apply ICT skills and techniques confidently in new contexts
- explore independently beyond the given breadth of an ICT topic
- initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests

## **Art and Design**

- use artistic vocabulary to express own ideas about the artwork of others and of their own
- show flair
- think and express themselves in creative, original ways
- be keen to extend skills
- have good co-ordination skills
- have good fine motor control skills
- be perceptive
- be able to appreciate the skills of other artists
- be able to analyse/use the skills of other artists
- use materials, tools and techniques skilfully and learn new approaches with confidence

They are also likely to:

- have a strong desire to create in a visual form
- push the boundaries of normal processes
- show a passionate interest in the world of art and design

- initiate ideas and define problems
- critically evaluate visual work and other information
- exploit the characteristics of materials and processes
- understand that ideas and meanings in their own and others' work can be interpreted in many ways

### **Design and Technology**

- demonstrate high levels of technological understanding and application
- display high-quality making and precise practical skills
- have flashes of inspiration and highly original or innovative ideas
- have an enquiring mind
- suggest ideas to solve problems
- demonstrate different ways of working or different approaches to issues
- be sensitive to aesthetic, social and cultural issues when designing and evaluating
- be capable of rigorous analysis and interpretation of products
- get frustrated when a teacher demands that they follow a rigid design-and-make process
- organise tasks with "logical", well-ordered and clear steps
- select appropriate tools and materials according to their properties
- think ahead
- work comfortably in contexts beyond their own experience with users' and clients' needs and wants
- be able to represent ideas in a variety of contexts
- reflect on and evaluate experiences and take these into account to inform future planning
- use the process diary as a source of reference
- think laterally
- be able to justify actions and materials used
- have exceptional fine motor skills
- seemingly without effort produce a finished model

Teachers may identify, pupils who are gifted in design and technology by:

- performance at an unusually advanced national curriculum level for their age group
- the outcomes of specific tasks
- evidence of particular aptitudes
- the way pupils respond to questions
- the questions that pupils ask themselves

### **Geography**

- understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions practically and methodically
- communicate effectively using both the written and spoken word

- reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- enjoy using graphs, charts, maps, diagrams and other visual or verbal methods to present information
- be confident and contribute effectively when taking part in less formal teaching situations
- have a more highly developed value system than most people their age
- be passionate and proactive about geographical topics
- have a wide ranging interest in and general knowledge about the World, the environment and or social issues
- be able to transfer knowledge from one subject to another
- be creative and original in their thinking, frequently going beyond the obvious solution to a problem
- be inquisitive about man made and/or natural forms

## **History**

### Historical knowledge

- have an extensive general knowledge, including a significant amount of historical knowledge
- develop with ease a chronological framework within which to place existing and new knowledge
- demonstrate a strong sense of period as a result of study

### Historical Understanding

- grasp quickly the role of criteria in formulating and articulating a historical explanation or argument
- understand and apply historical concepts to their study of history and other areas of the curriculum
- be able to draw generalisations and conclusions from a range of sources of evidence
- seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge
- appreciate that answers arrived at depend largely on the questions asked
- recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding
- be able to identify opinion as opposed to fact and use this appropriately
- be able to identify cause and analyse the effects if cause and consequence
- be able to empathise with all sides surrounding an issue and represent opinions that are not their own

### Enquiry

- be able to establish and follow a line of enquiry, identifying and using relevant information
- be good at reasoning and problem solving
- think flexibly, creatively and imaginatively
- show discrimination when selecting facts and evaluating historical evidence
- manipulate historical evidence and information well

- appreciate the nature of historical enquiry
- question subject matter in a challenging way
- be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past
- thrive on controversy, mystery and problems of evidence
- show resourcefulness and determination when pursuing a line of enquiry

## **Music**

- be captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument
- find it difficult not to respond physically to music
- memorise music quickly without an apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- sing and play music with a natural awareness of the musical phrase -the music makes sense
- demonstrate the ability to communicate through music, for example, to sing with musical expression and with confidence
- recognise pitch
- be able to apply pitch, duration, texture, shape, dynamics and timbre to their compositions
- be able to respond to constructive criticism evaluate work
- keep to the criteria set in their task time
- be able to harmonise a melody
- risk take with instruments and sounds
- choose instruments appropriate to a composition
- be able to apply knowledge of pitch, duration, texture, shape, volume, dynamics and timbre when discussing a piece of music
- be able to justify constructive criticism of someone else's work
- be able to discuss and evaluate music drawing on their existing knowledge and high order questioning skills
- recognise features of music and interpret these using their imagination

## **Physical Education**

Approach to work:

- be confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance

In dance:

- move body and be creative, imaginative and expressive
- be able to interpret ideas and respond to different stimuli whilst moving in time to the music
- have good control of gross and fine motor skills

- have well developed spatial awareness
- evaluate work, respond to constructive criticism and use this to support future work
- work as part of a group or independently

In gymnastics:

the following should be exceptional and above age related expectations:

- have refined co-ordination skills
- have good gross motor skills
- have good hand/eye, foot/eye, hand/foot/eye co-ordination skills
- have good balancing skills
- work co-operatively
- link sequences on different apparatus
- evaluate work, respond to constructive criticism and use this to support future work
- work at club level (if able to access)

In outdoor and adventurous activities:

- be a supportive team member
- be an excellent communicator
- have excellent leadership qualities
- have outstanding problem-solving skills
- be a logical thinker
- be skilled in map reading
- be able to work under pressure

In swimming:

- be confident
- have stamina, show endurance and have good breath control
- possess good concentration
- be supple and be able to streamline the body
- show enthusiasm and be more able in all water sports
- have good self-discipline
- work at club level (if able to access)
- swim all four strokes

In athletics:

- show ability and skill beyond their years in a specific discipline or disciplines

In games:

- be a good communicator
- be able to work as a member of a team
- be skilled at co-operating
- be quick to react
- be a logical thinker
- have excellent hand/eye, eye/foot, hand/ eye/foot co-ordination skills

- be able to evaluate work and make use of constructive criticism to inform future activities

### **Religious Education**

- show high levels of insight into, and discernment beyond, the obvious and the ordinary
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices
- be able to make connections between different religious practices
- be able to relate different religious practices to everyday life
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed
- be able to raise questions about the meaning of life
- be able to offer solutions to questions raised
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts
- be able to empathise

In more general terms, they may also:

- have highly developed skills of comprehension, analysis and research
- show quickness of understanding and depth of thought

### **Personal, Social and Emotional Development**

- show empathy
- be an excellent communicator
- provide support for others
- have insight into the feelings and needs of others and help others to develop insight
- be proactive in forming positive relationships with adults and children

# Nebraska Starry Night Protocol

This identification approach originated in Nebraska, USA. It involves identifying the wide range of behaviour patterns which may include special types of ability in very young children.

<b>Recognised by others</b>	<b>Engages</b>	<b>Moving and doing</b>	<b>Vocabulary</b>	<b>Knows</b>	<b>Comet</b>
Sought out Seen as a resource Shows how Helps Attracts others (as magnet) Responsive Admired	Initiates Direct/leads Attracts Encourages Shows how Offers or extends instruction/ help	Demonstrates Constructs Looks/reacts Shows how or what Exhibits Non-verbal Expressive Associates/connects Complex Syntax Uses "big" words	Fluent Comprehends Express/expressive Novel	Comprehends/reasons Connects/associates Finds/applies Answers/announces Explains Calculates/solves	Unexpected Extraordinary Extra special Difficult to classify
<b>Focus</b>	<b>independent</b>	<b>Curious/questions</b>	<b>imagery</b>	<b>Fantasy/imagination</b>	<b>Act hunger</b>
Absorbed Examines Diligent Concentrates Organised/sorts insight Completes Detail	Works alone Self-directed initiates Absorbs Diligent Concentrates Plans/pursues/solves	Notices Examines Observes Seeks/asks Requests Has insight/connects	Uses metaphors Detects Symbolism illustrates Artistic Clever Novel Original Expressive	Invents Imitates Imagines Pretends Original Construction Novel design	Expressive Role ploy Show Exhibit Gesture Spontaneous Lead Announce Enthusiastic
Sees big picture	Sensitive	Humour	Observant	Explores	Shores/volunteers
Recognises Pattern Comprehends Finds metaphor Predicts Analyses/theorises	Expressive Quick to tear insightful Thoughtful Helpful Sympathetic/empathetic Anxious Self-aware Concern Care	Jokes Clever Original Notices/creates Spontaneous Reacts/responds	Notices Sees relation Connects/associates/predicts Distinguishes Determines (sees) Difference (change)	Experiments Pretends Builds Designs Constructs Organises/sorts/solves/ ploys	Extends (to others) illustrates Connects/describes Explains/instructs Helps/shows how Advises Encourages



## Children's Questionnaire - KS2



Name: \_\_\_\_\_ Class: \_\_\_\_\_

We want to find out about your skills and interests. Choose one activity from each section to show what you most enjoy.

<b>Things I like doing – using words</b>	<b>Things I like doing – maths activities</b>	<b>Things I like doing – using pictures and shapes</b>
<input type="checkbox"/> Writing stories <input type="checkbox"/> Writing poems <input type="checkbox"/> Talking <input type="checkbox"/> Playing and word games <input type="checkbox"/> Learning a new language <input type="checkbox"/> Telling jokes <input type="checkbox"/> Telling a story <input type="checkbox"/> Reading magazines <input type="checkbox"/> Reading Books <input type="checkbox"/> Making a speech <input type="checkbox"/> Making up words <input type="checkbox"/> Doing an interview	<input type="checkbox"/> Counting <input type="checkbox"/> Doing mental maths <input type="checkbox"/> Number patterns/patterns <input type="checkbox"/> Problem solving <input type="checkbox"/> Giving directions <input type="checkbox"/> Spotting the mistake <input type="checkbox"/> Playing board games/chess <input type="checkbox"/> Drawing plans <input type="checkbox"/> Playing card games <input type="checkbox"/> Inventing things <input type="checkbox"/> Using a computer <input type="checkbox"/> Drawing diagrams	<input type="checkbox"/> Doing puzzles / jigsaws <input type="checkbox"/> Making sculptures <input type="checkbox"/> Decorating my room <input type="checkbox"/> Designing posters <input type="checkbox"/> Painting <input type="checkbox"/> Drawing storyboards <input type="checkbox"/> Drawing cartoons <input type="checkbox"/> Sketching <input type="checkbox"/> Collage <input type="checkbox"/> Taking things apart <input type="checkbox"/> Visiting beautiful places <input type="checkbox"/> Taking photographs

<b>Things I like doing – musical things</b>	<b>Things I like doing – working with other people</b>	<b>Things I like doing – on my own</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Singing Songs</li> <li><input type="checkbox"/> Listening to music</li> <li><input type="checkbox"/> Going to concerts</li> <li><input type="checkbox"/> Dancing to music</li> <li><input type="checkbox"/> Playing an instrument</li> <li><input type="checkbox"/> Collecting CD's</li> <li><input type="checkbox"/> Unusual music</li> <li><input type="checkbox"/> Whistling or humming</li> <li><input type="checkbox"/> Finding music for a play or a concert</li> <li><input type="checkbox"/> Background music</li> <li><input type="checkbox"/> Using a synthesiser</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Going to parties</li> <li><input type="checkbox"/> Playing team sports</li> <li><input type="checkbox"/> Showing someone how to do something</li> <li><input type="checkbox"/> Coaching sports and games</li> <li><input type="checkbox"/> Meeting other people</li> <li><input type="checkbox"/> Doing drama and role play</li> <li><input type="checkbox"/> Talking on the telephone</li> <li><input type="checkbox"/> Giving someone advice</li> <li><input type="checkbox"/> Working on a group project</li> <li><input type="checkbox"/> Doing community work</li> <li><input type="checkbox"/> Arguing my point of view</li> <li><input type="checkbox"/> Brainstorming ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Being creative</li> <li><input type="checkbox"/> Writing a diary</li> <li><input type="checkbox"/> Being in my room</li> <li><input type="checkbox"/> Reading and listening to music</li> <li><input type="checkbox"/> Having a hobby</li> <li><input type="checkbox"/> Doing things myself</li> <li><input type="checkbox"/> Making my own decisions</li> <li><input type="checkbox"/> Doing my own project</li> <li><input type="checkbox"/> Solving problems</li> <li><input type="checkbox"/> Making up my own mind</li> <li><input type="checkbox"/> Being independent</li> <li><input type="checkbox"/> Talking about my feelings</li> <li><input type="checkbox"/> Studying on my own</li> </ul>

<b>Things I like doing – physical things</b>	<b>Things I like doing – being outdoors</b>	<b>Things I like doing – finding out about the world</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Playing sport</i></li> <li><input type="checkbox"/> <i>Doing pottery or craft</i></li> <li><input type="checkbox"/> <i>Going on field trips</i></li> <li><input type="checkbox"/> <i>Doing a martial art</i></li> <li><input type="checkbox"/> <i>Walking or swimming</i></li> <li><input type="checkbox"/> <i>Acting in a play</i></li> <li><input type="checkbox"/> <i>Gymnastics</i></li> <li><input type="checkbox"/> <i>Using tools and machines</i></li> <li><input type="checkbox"/> <i>Dancing</i></li> <li><input type="checkbox"/> <i>Training for athletics</i></li> <li><input type="checkbox"/> <i>Running or cycling</i></li> <li><input type="checkbox"/> <i>Doing design and technology</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Keeping a pet</i></li> <li><input type="checkbox"/> <i>Being in the garden</i></li> <li><input type="checkbox"/> <i>Drawing nature</i></li> <li><input type="checkbox"/> <i>Going on field trips</i></li> <li><input type="checkbox"/> <i>Growing plants / flowers</i></li> <li><input type="checkbox"/> <i>Cycling with family / friends</i></li> <li><input type="checkbox"/> <i>Visiting places that keep wild animals</i></li> <li><input type="checkbox"/> <i>Cooking a meal</i></li> <li><input type="checkbox"/> <i>Watching animal films</i></li> <li><input type="checkbox"/> <i>Sketching plants and animals</i></li> <li><input type="checkbox"/> <i>Watching nature films</i></li> <li><input type="checkbox"/> <i>Walking/climbing in the country</i></li> <li><input type="checkbox"/> <i>Visiting or working on a farm</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Settling arguments</i></li> <li><input type="checkbox"/> <i>Finding out about things</i></li> <li><input type="checkbox"/> <i>Finding out about the past</i></li> <li><input type="checkbox"/> <i>Going to church</i></li> <li><input type="checkbox"/> <i>Reading ghost stories</i></li> <li><input type="checkbox"/> <i>Being in a nature park</i></li> <li><input type="checkbox"/> <i>Debating and arguing</i></li> <li><input type="checkbox"/> <i>Reading about time machines</i></li> <li><input type="checkbox"/> <i>Looking at the stars</i></li> <li><input type="checkbox"/> <i>Watching films about space</i></li> <li><input type="checkbox"/> <i>Going to a space museum</i></li> <li><input type="checkbox"/> <i>Watching films like Lord of the Rings</i></li> </ul>
<p><i>What is your main special skill or talent? Why do you like doing this the most?</i></p>		

## Children's Questionnaire - KS1



Name: \_\_\_\_\_ Class: \_\_\_\_\_

We want to find out about your interests. Choose one activity from each section to show what you most enjoy.

<i>Things I like doing – using words</i>	<i>Things I like doing – maths activities</i>	<i>Things I like doing – using pictures and shapes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing stories</li> <li><input type="checkbox"/> Writing poems</li> <li><input type="checkbox"/> Talking</li> <li><input type="checkbox"/> Playing and word games</li> <li><input type="checkbox"/> Learning a new language</li> <li><input type="checkbox"/> Telling jokes</li> <li><input type="checkbox"/> Telling a story</li> <li><input type="checkbox"/> Reading magazines</li> <li><input type="checkbox"/> Reading Books</li> <li><input type="checkbox"/> None of the above</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counting</li> <li><input type="checkbox"/> Doing mental maths</li> <li><input type="checkbox"/> Number patterns</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Giving directions</li> <li><input type="checkbox"/> Spot the mistake</li> <li><input type="checkbox"/> Playing board games</li> <li><input type="checkbox"/> None of the above</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Doing puzzles</li> <li><input type="checkbox"/> Making sculptures</li> <li><input type="checkbox"/> Decorating my room</li> <li><input type="checkbox"/> Designing posters</li> <li><input type="checkbox"/> Painting</li> <li><input type="checkbox"/> Drawing storyboards</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Sketching</li> <li><input type="checkbox"/> Collage</li> <li><input type="checkbox"/> None of the above</li> </ul>
<p><i>What is your main special skill or talent? Why do you like doing this the most?</i></p>		

<i>Things I like doing – musical things</i>	<i>Things I like doing – working with other people</i>	<i>Things I like doing – on my own</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Singing Songs</i></li> <li><input type="checkbox"/> <i>Listening to music</i></li> <li><input type="checkbox"/> <i>Going to concerts</i></li> <li><input type="checkbox"/> <i>Dancing to music</i></li> <li><input type="checkbox"/> <i>Playing an instrument</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Going to parties</i></li> <li><input type="checkbox"/> <i>Playing team sports</i></li> <li><input type="checkbox"/> <i>Showing someone how to do something</i></li> <li><input type="checkbox"/> <i>Make believe play</i></li> <li><input type="checkbox"/> <i>Meeting other people</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Making things</i></li> <li><input type="checkbox"/> <i>Writing a diary</i></li> <li><input type="checkbox"/> <i>Being in my room</i></li> <li><input type="checkbox"/> <i>Reading</i></li> <li><input type="checkbox"/> <i>Having a hobby</i></li> <li><input type="checkbox"/> <i>Doing things myself</i></li> <li><input type="checkbox"/> <i>Making my own decisions</i></li> </ul>
<b><i>Things I like doing – physical things</i></b>	<b><i>Things I like doing – being outdoors</i></b>	<b><i>Things I like doing – finding out about the world</i></b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Playing sport</i></li> <li><input type="checkbox"/> <i>Going on field trips</i></li> <li><input type="checkbox"/> <i>Walking or swimming</i></li> <li><input type="checkbox"/> <i>Acting in a play</i></li> <li><input type="checkbox"/> <i>Gymnastics</i></li> <li><input type="checkbox"/> <i>Dancing</i></li> <li><input type="checkbox"/> <i>Training for athletics</i></li> <li><input type="checkbox"/> <i>Running or cycling</i></li> <li><input type="checkbox"/> <i>Doing design and technology</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Keeping a pet</i></li> <li><input type="checkbox"/> <i>Being in the garden</i></li> <li><input type="checkbox"/> <i>Drawing nature</i></li> <li><input type="checkbox"/> <i>Going on day trips</i></li> <li><input type="checkbox"/> <i>Growing plants / flowers</i></li> <li><input type="checkbox"/> <i>Cycling with family / friends</i></li> <li><input type="checkbox"/> <i>Visiting zoo/parks</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Settling arguments</i></li> <li><input type="checkbox"/> <i>Finding out about things</i></li> <li><input type="checkbox"/> <i>Finding out about the past</i></li> </ul>

## Parent's Questionnaire



We want to know about your child. Please could you tell us about the interests or skills they have.

Name of Child: \_\_\_\_\_ Class: \_\_\_\_\_

What does your child do really well?

What does your child enjoy about school?

What does your child most enjoy doing at home?

What does your child most enjoy doing at school?

What seems most important to your child at this time in his or her life?

What single achievement do you think your child is proudest of?

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_