



Scalford C of E Primary School

Children with Aptitude Policy 2016

Headteacher: Mrs Waring

Date reviewed 3rd October 2016

Approved By Governors: MR A COX (signed copy in school office)

At Scalford School we strive to

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential.*

We are committed to working for quality and equality of opportunity to provide an environment in which all pupils are enabled to realise their potential.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Definitions The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school. At Scalford School we prefer to identify our most able pupils as those children who show aptitude.

Within the school we recognise that pupils with aptitude can be:

- exceptionally good all rounders
- or high achievers in one area

We recognise that those pupils who may have an area of aptitude should be recognised, encouraged and celebrated to ensure they make their full potential.

Identification

Pupils with aptitude are identified by making a judgement based on an analysis of various sources of information including:

- Summative and Formative Assessment
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination
- Predicted test results

This information is collated by the Headteacher and is made available to all staff. The parents of the pupils are notified by letter. The pupils with aptitude register is regularly reviewed and updated.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration high ability pupils in some groups there will be pupils who have talents in all groups.
- The provision of opportunities for pupils with aptitude to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.

Co-ordination and monitoring

The Headteacher has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of pupils with aptitude provision.

This policy is reviewed on an annual basis in the summer term by the Headteacher in conjunction with the named governor for pupils with aptitude.