



Learn, Serve, Shine  
**Crockham Hill C E Primary School**

**Marked Aptitudes Policy**

<b>Review Body:</b>	Teaching and Learning Team
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Non-Statutory
<b>Review Period:</b>	Three Year Cycle
<b>Reviewed:</b>	Summer 2014
<b>Next Review:</b>	Summer 2017

**Introduction and Aims**

In this school, we believe that all children should be encouraged to achieve their full potential. In order for this to happen, we endeavour to provide a learning environment which is both enabling and challenging, whilst building up individual pupils' confidence. We believe in providing high quality provision for all pupils which impacts on all levels of ability including the most able.

When considering the full range of abilities within the classroom, we recognise that some children will show marked aptitudes but may need some particular support to fulfil their potential.

**Statement of Entitlement**

In our school each child is entitled to:

- A climate which acknowledges the individual nature of all pupils
- A broad and balanced curriculum that constantly challenges and extends each individual
- The opportunities to develop specific skills and talents
- A balanced environment in which the whole child can develop socially and intellectually supporting high achievement and self-esteem

**Definitions**

In this school, we recognise that each child is unique and that therefore, any attempt at a definition can at best be a generalisation. By the term marked aptitude we mean those who exhibit ability in one, or several areas, of learning that is above the majority of their peers.

As a school we accept criteria that include:

- General intellectual/academic ability in one or more areas or subjects
- Creative thinking (e.g. imagination and creative ideas)
- Leadership qualities and social skills (e.g. running a group or meeting, being a class rep.)
- Ability in visual, creative or performing arts (e.g. music, drama, art)
- Ability in physical performance or skills (e.g. dance, gymnastics, sport)
- Mechanical ingenuity (e.g. spatial awareness, construction, Design Technology)

## **Identification of Pupils with marked aptitudes**

This is a continuous and fluid process, starting in reception with teachers differentiating work according to a child's ability or need. Identification is not about labelling children, but facilitating effective and appropriate provision for them to allow them to fulfil their potential.

In our school we will review our inclusion registers for pupils with marked aptitudes at least three times each year. Please refer to appendix 1 for an example of our inclusion register. Our 'hard' and 'soft' registers allow teachers to identify pupils with marked aptitudes in the criteria listed above under definitions.

We identify pupils using all or some of the following methods:

- Teacher observation/assessment
- School checklists
- Tests or assessment results
- Background information (including parental views)
- Use of expert feedback such as educational psychologist or other professionals
- Specialised teaching (e.g. Kent Music)
- Peer group feedback or nominations

In appendix 2 there are some indicators to consider – 'Who? Anyone you know?'

## **Roles and Responsibilities**

All staff are involved in review of policy and practice.

The Headteacher, as co-ordinator for pupils with marked aptitudes

- Ensures that teachers maintain a simple register and keep this up to date
- Gives or finds support/advice to assist colleagues in supporting pupils
- Discusses pupils with staff and, as appropriate, parents or carers
- Ensures effective liaison with next school to support effective transition
- Nominates pupils for outside opportunities
- Liaises with governors
- Liaises with the Leadership Team
- Monitors learning opportunities through a range of monitoring strategies
- Talks with pupils about their experiences
- Monitors overall impact of the policy

The Class Teacher

- Identifies pupils and considers their needs in their planning for learning
- Provides differentiation, extension and enrichment for the pupils
- Asks for advice, support or training as appropriate

The Lead Governor, Simon Hurst,

- Liaises with the Headteacher as lead
- Talks to pupils and/or staff as appropriate
- Monitors provision and implementation of the policy

## **School Strategies**

Curriculum provision is not linked to any one teaching, learning or organisational strategy. This school employs a range of strategies to ensure that the curriculum is differentiated for all groups of pupils, whilst recognising that it is not possible to customise teaching and learning to meet all the individual needs of all pupils at all times.

As a school, we believe that effective questioning, by staff and the pupils themselves, drives learning for all. All children, and particularly pupils with marked aptitudes need opportunities in their learning for remembering, understanding, applying, analysing, evaluating and creating.

Pupils with marked aptitudes should be using and responding to higher order questions or challenges allowing opportunities for evaluating and creating. See appendix 3 – Bloom’s Taxonomy: Teacher’s Planning Kit.

Opportunities for extension and enrichment are built into planning including the use of homework.

Pupils will have the opportunity to access the pathway for pupils with marked aptitude as shown in appendix 4 – The pathway for pupils with marked aptitude at Crockham Hill CEP School.

### **Partnership with Parents**

Meeting the needs of pupils with marked aptitudes is achieved through partnership between the school staff, school governors, parents and with pupils themselves. Regular liaison is encouraged and parents are encouraged to communicate regularly with staff formally and informally.

#### Appendices:

1. Inclusion Register
2. Who? Anyone you know?
3. Bloom’s Taxonomy: Teacher’s Planning Kit
4. Pathway for pupils with marked aptitudes at Crockham Hill CEP School

Appendix 1

INCLUSION REGISTER

Cohort :	Teacher(s):	Roll:	Boys:	Girls:
Year R 1 2 3 4 5 6				
Exit Year :				

AEN REGISTER

Early Intervention	
School Action	
School Action Plus	
Statemented	

ETHNIC GROUPS and BILINGUAL/EAL CHILDREN

--

LOOKED AFTER CHILDREN

--

MEDICAL NEEDS

--

OTHER CHILDREN WHO REQUIRE ADDITIONAL MONITORING

--

PUPIL PREMIUM OR PUPIL PREMIUM PLUS ELIGIBLE PUPILS

--

REGISTER FOR PUPILS WITH MARKED APTITUDES  
SUBJECT REGISTER

YEAR GROUP: R 1 2 3 4 5 6

ACADEMIC YEAR: \_\_\_\_\_

ENGLISH	MATHEMATICS	SCIENCE	COMPUTING
R.E.	HISTORY	GEOGRAPHY	DESIGN TECHNOLOGY
ART AND DESIGN	MUSIC	P.E.	PRIMARY LANGUAGES
PSHE & CITIZENSHIP			

REGISTER FOR PUPILS WITH MARKED APTITUDES  
APTITUDE REGISTER (SOFT REGISTER)

YEAR GROUP R 1 2 3 4 5 6

ACADEMIC YEAR \_\_\_\_\_

CREATIVE THINKING	LEADERSHIP QUALITIES /SOCIAL SKILLS
ABILITY IN PHYSICAL PERFORMANCE/SKILLS	ABILITY IN VISUAL, CREATIVE OR PERFORMING ARTS
MECHANICAL INGENUITY/PRACTICAL SKILLS	USE OF LANGUAGE
OTHER	

REGISTERS LAST REVIEWED ON:

REGISTERS REVIEWED BY:

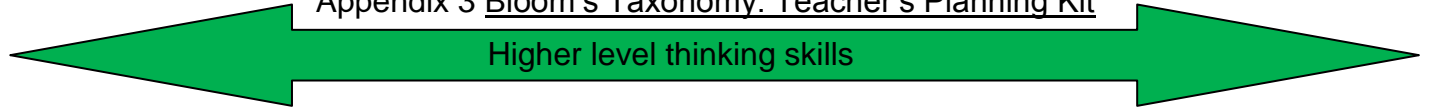
## Who? Anyone you know?

These indicators MAY be linked to pupils with marked aptitudes  
and initiate further investigation or observation.

Please note that these indicators can also be for other reasons.

POSITIVE INDICATORS	OTHER POSSIBLE INDICATORS
Learns easily	Mental/physical energy, e.g. wakefulness at night
Original, imaginative, creative	Aggressive or withdrawn behaviour, possibly linked to frustration
Persistent, resourceful, self-directed	Unenthusiastic about work or play, or appears ungracious, uncooperative, apathetic
Inquisitive, sceptical	Reluctant to practise skills already mastered
Informed in unusual areas often beyond their years	Intolerant of children less able than themselves
Artistic or sporty	Asks provocative questions
Outstanding vocabulary, verbally fluent	Good orally; unwilling to put anything on paper
Musical	Acknowledgement: Ann Bridgland.
Independent worker, shows or takes the initiative	
Good judgement, logical	
Versatile, many interests	
Shows unusual insights	
Shows high level of sensitivity, empathy	
Has a 'quirky' sense of humour	
Exhibits high motivation and self-expression	
Speed and agility of thought and preference for verbal rather than written expressions	
Shows leadership qualities, socially adept	

## Appendix 3 Bloom's Taxonomy: Teacher's Planning Kit



KNOWLEDGE			UNDERSTANDING			APPLYING			ANALYSING			EVALUATING			CREATING		
Recalls/regurgitates facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.			Shows understanding finding information from the text. Demonstrates basic understanding of facts and ideas.			Uses learning in a new situation. Solves problems by applying acquired knowledge, facts techniques and rules in a different way.			Examines in detail. Examines and breaks information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.			Justifies. Presents and defends opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.			Changes or creates learning into something new. Compiles information together in a different way by combining elements in anew pattern or proposing alternative solutions.		
<b>Key words:</b>			<b>Key words:</b>			<b>Key words:</b>			<b>Key words:</b>			<b>Key words:</b>			<b>Key words:</b>		
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practise	Analyse	Examine	Prioritise	Agree	Disprove	Measure	Adapt	Estimate	Plan
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Appraise	Dispute	Opinion	Add to	Experiment	Predict
Define	Quote	State	Classify	Give an example	Purpose	Apply	with	Select	Arrange	Focus	Rank	Argue	Effective	Perceive	Build	Extend	Produce
Duplicate	Read	Tell	Compare	Relate	Report	Associate	Group	Represent	Assumption	Function	Reason	Assess	Estimate	Persuade	Change	Formulate	Propose
Find	Recall	Trace	Contrast	Illustrate	Rephrase	Build	identify	Show	Breakdown	Group	Relationships	Award	Evaluate	Prioritise	Choose	Happen	Reframe
How	Recite	What	Demonstrate	Indicate	Report	Calculate	Illustrate	Simulate	Categorise	Highlight	Reorganise	Bad	Explain	Prove	Combine	Hypothesise	Revise
Identify	Recognise	When	Discuss	Infer	Restate	Categorise	Interpret	Solve	Cause and effect	In-depth discussion	Research	Choose	Give reasons	Rate	Compile	Imagine	Rewrite
Label	Record	Where	Estimate	Interpret	Review	Choose	Interview	Summarise	Choose	Inference	See	Compare	Good	Recommend	Compose	Improve	Simplify
List	Relate	When	Explain	Match	Show	Classify	Link	Teach	Classify	Inspect	Separate	Conclude	Rule on	Rule on	Construct	Innovate	Solve
Listen	Remember	Which	Express	Observe	Summarise	Connect	Make use of	Transfer	Classify	Investigate	Similar to	Consider	Grade	Select	Convert	Integrate	Speculate
Locate	Repeat	Who			Translate	Construct	Manipulate	Translate	Differences	Isolate	Simplify	Convince	How do we know?	Support	Create	Invent	Substitute
Match	Reproduce	Why				Correlation	Model	Use	Discover	List	Survey	Criteria	Importance	Validate	Delete	Make up	Suppose
Memorise	Retell	Write				Demonstrate	Organise		Discriminate	Motive	Take part in	Debate	infer	Value	Design	Maximise	Tabulate
Name	Select					Develop	Perform		Dissect	Omit	test for	Decide	Influence	Why	Develop	Minimise	Test
						Dramatise	Plan		Distinction	Order	Theme	Deduct	Interpret		Devise	Model	Theorise
									Distinguish	Organise	Comparing	Defend	Judge		Discover	Modify	Think
									Divide	Point out		Determine	Justify		Discuss	Original	Transform
									Establish				Mark		Elaborate	Originate	visualise
<b>Actions:</b>			<b>Actions:</b>			<b>Actions:</b>			<b>Actions:</b>			<b>Actions:</b>			<b>Actions:</b>		
<b>Outcomes:</b>			<b>Outcomes:</b>			<b>Outcomes:</b>			<b>Outcomes:</b>			<b>Outcomes:</b>			<b>Outcomes:</b>		
Describing	Definition		Classifying	Collection		Carrying out	Demonstration		Attributing	Abstract		Attributing	Abstract		Constructing	Advertisement	
Finding	Fact		Comparing	Examples		Executing	Diary		Deconstructing	Chart		Checking	Chart		Designing	Film	
Identifying	Label		Exemplifying	Explanation		Implementing	Illustrations		Integrating	Checklist		Deconstructing	Checklist		Devising	Media product	
Listing	List		Explaining	Label		using	Interview		Organising	Database		Integrating	Database		Inventing	New game	
Locating	Quiz		Inferring	List			Journal		Outlining	Graph		Organising	Graph		Making	Painting	
Naming	Reproduction		Interpreting	Outline			Performance		structuring	Mobile		Outlining	Mobile		Planning	Plan	
Recognising	Test		Paraphrasing	Quiz			Presentation			Report		structuring	Report		Producing	Project	
Retrieving	Workbook		Summarising	Show and tell			Sculpture			Spreadsheet			Spreadsheet			Song	
	Worksheet			Summary			Simulation			Survey			Survey			Story	



