

As a school, our approach to teaching and learning is rooted in the ‘Growth Mindset’ theory and we have high expectations of all learners. This means we consistently plan for all children to master the skills relating to their year group, whilst providing opportunities for the more able to explore these skills in greater depth. When a child is significantly exceeding year group expectations, we will acknowledge this in our data and ensure that an appropriate level of challenge is provided.

We have many children who work hard outside of school to develop their talents in sport, music and other extra-curricular activities and aim to celebrate these achievements in school. Examples of this many include, but are not restricted to:

- **Sharing achievements in celebration assembly;**
- **Organising events to show case talent;**
- **Providing opportunities for leadership;**
- **Attending sporting competitions (often with additional skills practice);**
- **Attending events hosted in within our partnership and at local secondary schools; and**
- **Creating a climate in which children feel confident to bring learning outside of school into the classroom.**

However, it is important to note that these opportunities are not restricted to the most able as we believe all children can benefit from this approach.

We believe that by labeling children as ‘gifted and talented’ at such a young age, it is impossible to mitigate for the difference in life chances offered at home. We also feel it can have a detrimental impact on the ‘growth mindset’ of both the children identified (as they can fail to explore all areas of learning; focusing only on what comes naturally to them) and on those not identified (who see excellence as unobtainable).

Our overriding aim at Stoke Row is to foster a love of learning and develop a robust attitude to learning amongst our pupils. We take pride in the fact the more able students in our school are able to effectively support and encourage children that find learning more challenging and provide regular opportunities for children to work in mixed age groups to develop their understanding of the learning process. This models high expectations to younger children and reminds all the children that learning is a life long journey.