

Policy Document for More Able Pupils

The co-ordinator with responsibility for 'more able pupils' is: **Miss Clair Howe**

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At Willow Nursery School we believe that every child has entitlement to a challenging and stimulating education. We acknowledge the needs of the more able pupil within the overall framework of the school's ethos of equal opportunities for all.

Aims

To provide a broad, balanced curriculum with opportunities to maximise development.

To provide work at differentiated levels.

To provide opportunities to develop special skills and or / talents.

To provide open-ended activities that allow the more able child to pursue interests and develop abilities.

Definitions

(Provided by the Department for Children, Schools and Families.-DCSF in Identifying gifted and talented learners – getting started May 2008)

Gifted and talented learners are defined as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted- describes learners who have the ability to excel academically in one or more subjects such as English, Drama, Technology.

Talented- describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

At Willow Nursery School, we recognise that the term "gifted and talented" is little used in the Early Years. Within our record keeping, we would identify these children as 'working above expected level' to describe our most able children.

Identification

This should be a balanced process taking into account:

- Our record keeping system and 7C's curriculum. We have a unique curriculum at Willow Nursery School. We have set out seven areas which we feel are important for children to develop while they are at our nursery school. These seven areas are Communication, Community, Caring and Kind, Capable, Counting, Creative and Challenge. Within each area, there are several statements of things that we aim for the children to achieve by the time they leave our nursery school. Each term, the keyworkers and subject co-ordinators

make a judgement on how the children are working towards each of these 7C's. These are identified using the terms 'below expected level', 'expected level' and 'above expected level'. These judgements are then analysed by keyworkers and co-ordinators and actions plans are made as necessary. Children identified at 'working above expected level' would be identified in this way.

- Our Skills development – At Willow Nursery School, we have a set of 6 skills that we want the children to develop while they are with us. These are ball skills, bicycle skills, counting skills, scissor skills, mark making skills and reading skills. Each skill has several steps to achieving each skill. Children that are achieving all steps to a skill may be identified and an action plan to further develop and support a particular skill will be drawn up.
- A checklist of characteristics to look for. (See appendix A) This is a checklist drawn up by subject co-ordinators following a pilot study which was held in the setting in 2008. The checklist includes a list of characteristics which may be seen in a more able child in the general sense as well as characteristics which may be seen in a child with a particular strength.
- Class teacher nomination. There is a weekly staff meeting and children's progress and observations are discussed. This is an opportunity for staff to nominate children in whom they have seen particular strengths or talents.
- Parent nomination. Our "New Starter" form, as well as informal and formal discussions with parents give the opportunity for parents to highlight particular strengths and talents that they have seen in their children.
- Feedback from a specialist e.g. visiting professionals, Health Visitors etc.

As well as keyworker and co-ordinator monitoring, the cohort will be monitored by the SENDCo, who will draw up individual IEP's and targets where appropriate.

The Deputy Headteacher will also monitor the cohort for ethnicity and gender.

Guidelines

Planning is carried out as a whole school and each week there is a 7C's learning intention and a learning intention from the document 'Birth to Five Matters'. These learning intentions are discussed as a staff and set into different levels for children of differing abilities, ages and/or experiences.

Staff will direct their teaching depending on the needs of the children. They will adapt their language to meet the needs of the more able pupils. Staff's expectations of all children are high. During child initiated activities, staff will aim to assist children individually, allowing them to explore their talents.

Group times will be structured to meet the organisational needs of the group, and ability needs of children within those groups. Differentiated questioning will be used to address the varied needs and levels of development of the children in the group.

Key workers frequently write observations on children that relate to how they are working towards the 7C's.

Staff also have a set of skills that they promote and support. These skills are ball skills, bicycle skills, counting skills, scissor skills, mark making skills and reading skills. These have several steps to achieving each skill.

Children's progress is tracked termly.

There will be weekly sharing of any relevant child observations with the classroom staff.

School staff meet with staff from receiving schools to share information on all children, including particular strengths and talents.

On a day to day basis staff will take all opportunities to praise up individual children to their parents, if the child shows good skill or attitude with a particular activity.

Staff will use parent consultations as a time to share information with parents regarding their child's achievements. Staff and parents will discuss together how to move children forward.

Monitoring

Keyworkers and subject co-ordinators monitor the children's progress each term. Children that are identified at 'working above expected level' in any area of the curriculum will be identified this way and an action plan will be drawn up.

The keyworkers also analyse the progress of children for various groupings in the school e.g. children with SEN, children with EAL, children entitled to Early Years Pupil Premium.

Parental Involvement

We encourage parents to take an active part in their children's development and share activities and progress with them formally and informally.

Results of pilot study to identify the characteristics of the more able child

Characteristics of the more able child:

Confident
Independent
High levels of well-being
High levels of involvement
Persistent

Additional Characteristics of the more able child (CL+L):

Uses lots of spoken language and in a wide variety of contexts
Uses a wide range of curriculum activities, other than specifically language-based
Creative in their play
Use language to suggest imaginative ideas
Interested in reading and writing, as well as spoken language

Additional Characteristics of the more able child (Maths):

Uses very precise mathematical language
Assertive
Playmakers
Observant
Not sex-stereotyped
Use maths materials in more than one way

Additional Characteristics of the more able child (K&U):

Visually observant
Played alone or in an intense pairing
Use language sparingly, but purposefully
Used ICT, sand, water, outdoor activities
Lots of "joining" activities"

Additional Characteristics of the more able child (Physical):

Over 50% could ride the two-wheeler bike
Popular with their peers
Lots to say, but not so good at seeing ideas through
Like to play outdoors

Additional Characteristics of the more able child (Creative):

Often play alone
Involved, extended play over a considerable amount of time
Purposeful

Additional Characteristics of the more able child (PSE):

Confident within the environment
Share personal experiences
Well suited to a range of activities
Like to participate
Produce good results
Interact with children and adults