



Founded 1904  
Registered Charity No 528912

## POLICY FOR MORE ABLE AND TALENTED CHILDREN

### **RIGHTS RESPECTING SCHOOL**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

**Article 28** Every child has the right to an education.

**Article 29** Education must develop every child's personality, talents and abilities to their full.

At Selly Oak Nursery School we see teaching and learning as being founded on the principle of opportunity for achievement and excellence for all. This means that each of our children has the right to an education appropriate to their abilities and needs and should be appropriately challenged and supported to enable them to achieve to their full potential. Through this principle we aim to contribute to the overall development of each child.

In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by all children. We believe that some of our children have additional abilities and talents, and that monitoring and identification these is our responsibility.

We are fully aware that it is crucial that we create a climate in our school that is conducive for our more able and talented children to achieve. As a staff, we have adopted the NACE (The National Association for Able Children in Education) statement as our guide for this.

### Definition of a more able and talented pupil

More able and talented children have particular needs because they demonstrate a higher level of ability when compared to children of the same age in one or more curriculum areas, or evidence of talent in, for example: physical, artistic, technological or linguistic ability; leadership qualities; interpersonal and intra personal skills; or creative thinking. Such children have the potential to demonstrate talents and abilities in a range of areas. We need to ask 'How is the child intelligent?' rather than 'How intelligent is the child?'

In order to implement the above our aims and objectives are as follows:

### Our aims

- To provide all children with a challenging and enriched curriculum which allows all children to develop higher order thinking skills.

- As a staff, to identify and meet the needs of more able and talented children.
- Provide opportunities for children to display/apply/extend their abilities.
- To provide an environment where the needs of more able and talented children can be met in a stimulating way.

### Our objectives

- To differentiate the curriculum so as to meet the needs of the able and talented children.
- To support teacher assessment by providing challenging and open-ended learning tasks that enable children to demonstrate ability in specified areas.
- To consult with parents/carers to gain relevant information about the child.
- To analyse assessment data as a means of setting future targets to enhance progress.
- To heighten children's awareness of their own strengths and goals.
- To provide opportunities for individuals to develop specific skills or talents.
- To provide opportunities for the able and talented children to work at their own level and pace thus helping them to realise their potential.

### Identification of Able and Talented Pupils

The purpose of identification is to improve provision by creating a more informed picture of the child's abilities.

### Checklists for Identification

Although checklists alone are insufficient to identify marked aptitudes and talents in children, they are very useful pointers.

There are many ways in which teachers can identify children's special abilities and talents. We believe the following to be of particular importance:

- teacher observation
- information received from previous class/setting
- information from parents/home visits
- consultations with children
- informal, ongoing teacher assessment
- analysis of assessment data

Able and talented children may not always show their abilities and talents in ways in which we expect them to. We need to remember that these children may:

- withdraw into a world of their own
- exhibit poor social skills
- show poor motivation
- disguise their ability, to avoid peer group jealousy

- have poor co-ordination skills
- not present their ideas in appropriate ways

### Provision

At Selly Oak Nursery School we believe that provision and identification are interlinked and that children need opportunities to reveal a range of abilities. The structure of the day at Nursery is such that children are able to access a range of activities and experiences through free-flow play. Children are able to extend their ideas and thinking through

- accessing the resources available and extending their use
- having caring and listening staff who value their thoughts and ideas
- skilled and sensitive, open ended questioning by staff to extend learning
- accessing a range of ICT equipment and resources
- a rich and stimulating and creative environment where children have autonomy and become independent learners
- having access to indoor and outdoor learning environments

With this structure we believe that our children have the opportunity to demonstrate their skills, abilities and talents in a natural and holistic way.

We consider the following to be pre-requisites for the provision of able and talented children.

- The quality of teaching is paramount in the realisation of the potential of all children.
- Teachers should create a learning climate in which excellence from all pupils is expected and where the achievements of all are valued and rewarded.
- Differentiation is the key for providing activities and projects for able and talented children.
- Activities planned need to have open-ended outcomes so that children can take them to higher levels of thinking.
- Enrichment through opportunities to experience, explore processes and ideas, investigate and experiment within a supportive and nurturing ethos
- Activities and experiences to broaden children's skills and understanding.
- An understanding that children learn in a variety of ways and that no single style is appropriate for all occasions.
- To know that children have a preferred mode of learning (visual, auditory, kinaesthetic) and that individual children's preferences should be catered for.
- To be aware when children are ready to move on to the next stage in their learning
- During planning, teachers will analyse and discuss the activities that can be incorporated into the seven areas of learning to ensure that there are opportunities to enrich and extend children's learning.
- Individual children's next steps in learning are identified each half term in the areas of PSE, CAL and PD.

- All teaching and support staff to have an awareness of meeting the needs of able and talented children.
- The school aims to provide appropriate interesting, stimulating, and challenging equipment and resources to engage children in their learning

Resourcing

As far as possible our school is committed to the following resources:

- Extra staff time for extending the children where circumstances permit.
- Contact with relevant outside agencies.
- Space to carry out projects and investigations.
- Keeping up to date with current thinking and research
- Investing in staff training and staff professional development
- Provision of appropriate materials, artefacts, resources
- External visits.

Monitoring and assessment of the provision and progress of more able and talented pupils

- Key workers to monitor the provision and progress of able and talented children within their groups, liaising with and utilising support and advice from the Nursery teacher.
- Ongoing teacher assessment is the main way in which we assess children's ability. In the case of the able child, if it is felt necessary, special assessment procedures may be sought. Psychologists and other experts may be asked to advise.
- Able children are identified and records kept of their involvement in groups and activities.
- The Deputy Head Teacher is responsible for overseeing the progress of able and talented children
- SMT to monitor and analyse ongoing data.

Agreed by Selly Oak Nursery School Governing Body on:-

Signed .....

Dated .....

Review Date .....