



## Policy for more Able Pupils

### Policy Statement

At GEEC we have high expectations for all children but for the purpose of this policy, we are identifying “those whose progress significantly exceeds age related expectations.” (Ofsted) Or those whose potential is skilfully recognised and nurtured appropriately. This progress or potential could be seen in a wide array of intelligence. For instance: - mathematical, creative, physical, emotional, scientific or linguistic.

### Aims

It is our intent at GEEC to recognise the vastly different needs of children within our setting. We realise and understand that within each cohort there will be unique and varying potentials. These will include individuals who may be identified as having special needs due to their high learning potentials. At GEEC we aim to acknowledge this potential and implement plans and teaching to support the child, thereby making an impact on their education and future life.

### Planning, Monitoring and Assessment

Once identified it is our aim to motivate and challenge the child’s gift or talent. As our teaching follows the ‘Planning in The Moment’ approach it is conducive to being able to recognise individual interests, abilities and needs. This ethos and its teaching structure also allows for practitioners to spend time developing and encouraging the above noted potentials. There is scope to continually devise teaching opportunities which will engage and challenge the children’s initial ideas. The child is initially observed and if appropriate the practitioner joins in, sensitively encouraging the child’s ideas and extending them through means such as open ended questions or introducing vocabulary. Other immediate steps will be providing resources and facilitating the child’s ideas. Following this immediate planning in the moment, the practitioner makes note and can then think of enhanced resources and ideas to follow on and extend the play. This is where a skilled adult can challenge and drive the learning on and this is pertinent whilst focusing this policy on

planning for more able pupils. Through this way of planning, ambition and outcomes are viewed as open ended. Expectations can be set as high as the bar goes for that child.

Children are continually observed in their play and learning. The extensions planned for and monitored. On a daily basis notes are made on learning journeys by all staff, observations are also kept on their on line learning journal 'Tapestry.' This is a useful tool for all practitioners to see and read about things that they might not have observed in person. Children are also discussed at SLT meetings and whole staff meetings. These are means of informal assessments and provide valuable discussion about individuals and this will include meeting the needs of more able or potentially more able pupils and how to make suitable impact on them.

More formal assessments are tracked on the children on entrance and then termly. This assessment tool offers a picture of where the child is in relation to age related expectations. This clearly will highlight areas in which a child is already making above and beyond attainment. This information should not be a discovery as the staff will know the children and their abilities very well. However it is a useful way to keep track of progress and ensure that the children continue to be nurtured appropriately and motivated to succeed.

### Equal Opportunities

GEEC are aware of ensuring equal opportunity in this area. There are many children in our cohorts who will have experienced a range of ACE's (adverse childhood experiences.) Such experiences will hinder a young child's progress and for many reasons s/he may not be showing their true potential. As practitioners at a Nursery school we recognise that some children will be delayed in showing abilities and accomplishments that stereotypically stand out. However, they may show signs of potential, such as being bright, quick to learn, curious and especially keen to learn. It is then our duty to share these often intuitive feelings between staff, plan appropriately and to support and encourage a partnership with home. We also share a careful and detailed picture of each child with their future school, in order to ensure suitable expectations are maintained.

There will also be children whose higher ability is masked by a different SEND For example some children may struggle to cope with their gift. This may result in behavioural concerns and the child's potential could be missed. We aim to ensure that all children, regardless of any SEND have the opportunity to reach their potential. This includes those more able pupils that we are focusing on in this policy.

Staff should all be aware of making presumptions about which children will show higher abilities, for instance class, gender, ethnicity could be factors in subconscious prejudice and stereotyping. At GEEC we aim to recognise this and ensure that all children are treated equally and given high expectations.

## Working with Home

At GEEC we have a commitment to working alongside the child's home life. This commitment includes the sharing of information between the two parties and will cover things noted about a child's outstanding ability, accomplishment or perceived potential to learn.

The School calendar opens with 'Meet and Greet' sessions for families and children to be introduced to Nursery school. It is here that the Head teacher explains the teaching philosophy and how children's interests are followed. This sets the scene for parents to understand and know how to contribute to similar developments that the school is working on. Information is then initially shared at teacher and parent/carer meetings at the home or in Nursery. This discussion enables a view of the child's interests to be introduced from onset. Throughout the child's time at Nursery parents and carers are invited in to meetings to discuss their child's progress and to plan next steps to focus on. It is during such times that plans for more able pupils could be discussed and encouraged. Ofsted found that "there is a real need to ensure that learning is encouraged at home and at school." At GEEC we endeavour to create an environment and ethos which will allow this to happen.

The online tool 'Tapestry' is also fundamental to sharing observations and developing the children's learning. Both school and home can submit observations for the other party to read. This really allows a two way process for a child to receive appropriate challenges and encouragement in their learning.

## Management and Leadership

As in all areas in a school, we believe that the drive and implementation of this policy has to come from the top. The Head teacher ensures that The Governing body are aware of any issues within it and have read and discussed its content.

The SLT meet and discuss children regularly and this includes more able pupils and how to meet their needs.

It is also vital that staff have the knowledge and ability to meet such requirements and therefore have received off site specialised training and within school INSET. We recognise that there is a need for training to be ongoing and the SLT is committed to finding opportunities to look at training which leads to a greater depth in knowledge of how children learn and how to utilise and effectively implement 'Planning in the Moment.'