

Garretts Green Nursery School



Safeguarding Statement

At Garretts Green Nursery School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Garretts Green Nursery School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Rationale

This policy is a statement of the entitlement of children with high ability and/or talent at Garretts Green Nursery School.

The policy reflects the expertise of staff within the school as well as the commitment of the school to support the able and/or talented child.

Aims

- To support the abilities, personal qualities and talents of all children;
- To ensure that all children receive teaching appropriate to their abilities;
- To provide learning opportunities which offer challenge and enjoyment and which provide higher order thinking and questioning skills;
- To employ a wide variety of methods of recognition of potential;
- To recognise under achievement and seek to remove it;
- To stimulate children through curriculum enrichment;
- To have to expectation that the curriculum for all will be extended by realising the needs of the most able;
- To train staff and provide for these aims to be achieved;
- To compile a Gifted and Talented Register

Definition

Exceptionally able children will be performing well above their chronological age.

Children are defined as gifted and talented in the following areas:

- Intellectual (aspects of CLL, PSRN)
- Physical (PD, sports, gross and/or fine motor control)
- Artistic and creative (aspects of art & design, music, drama)

Identification

Children are continually assessed throughout the year using the following methods:

- Teacher observation
- Teacher assessment
- Use of attribute checklists
- Use of prior knowledge/background
- Parental information

Staff identify children working above their chronological age expectations in order to provide an enriched curriculum for all children.

Parents may share information regarding sporting success, for example, where children participate in events or activities outside Nursery.

Organisational Issues

It should be possible to address the needs of more able children through increased differentiation or through targeted provision. Withdrawal groups may be used but this must be done sensitively.

Provision

- An effective learning environment is provided across the school embracing ICT, specific resources, a positive ethos and a celebration of success.
- Enrichment/extension work is provided by all staff as part of regular differentiated provision.
- Working with others of similar ability is important and can be made possible by group work.
- However, working with children of mixed ability is also recognised as valuable and essential.
- Differentiation should provide activities requiring higher order thinking skills.
- Gifted and talented children need to be challenged.
- The role of the teacher is vital in challenging the thinking of the gifted child and making learning creative and enjoyable.
- Parents and staff will work together for the needs of the gifted and talented child.

Personal/Emotional and Social Issues

The school has an ethos of provision for the personal, social and emotional, development of all children which involves providing for the building of self esteem and self-confidence.

Monitoring, Assessment and Evaluation

- The Nursery will identify children according to ability. The more able children will be identified and their progress monitored over time.
- The G&T Register will be completed and reviewed termly.
- The Nursery will evaluation provision based on progress and attainment.

Reviewed 3.02.2022

C. Coold

Signed:

Date: 26.04.2022