



St. Paul's Community College School Policy for Gifted and Talented Pupils

Rationale

St. Paul's Community College is committed to providing an environment which facilitates all students from maximising their potential. All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

Purpose

The purpose of the policy is to provide a framework for the identification and ongoing support of gifted and talented students and to ensure that the potential of all students is fostered and encouraged.

Inclusion

Gifted and Talented pupils have equal access to all aspects of the curriculum and school life. We strive to maintain an ethos where it is OK to be bright. We strive to recognise achievement. We strive to help all students work with like minded peers.

Definition

A gifted pupil is one who is in the top 10% in terms of academic ability. A talented pupil is in the top 10% in a non academic area such as sport, visual or performing ability, mechanical ability, leadership and social awareness, creativity and arts and drama. This includes any pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

Identification

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Information considered will depend on the subject area and will include

a talent portfolio. It will also include some or all of the following: Information from parents or carers, information from previous teacher, information from peers, class work, tests, or other assessment(s).

Programmes for Teaching, Learning and Curriculum

Opportunities for extension and enrichment will be built into our curriculum as outlined in the School wide Enrichment Model, including talent portfolios, curriculum modifications and enrichment activities. To meet the needs of gifted children the programme will include differentiation, flexible groupings, special classes, withdrawal or pull-out programmes, mentorships, competitions, clubs, electives and cluster groups.

- Ongoing assessment against peers using some standardised tests and more progress on National Council for Curriculum & Assessment levels will be used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students will take an active part in this process.
- Extension activities, that are more demanding of their abilities, or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for Gifted and Talented pupils in the area to work together, as well as enrichment clusters will be offered.
- There will be opportunities for performance, or to display talents during the school year.
- After school clubs and activities such as creative writing, creative thinking, chess club, maths club will be introduced and/or maintained.
- If appropriate, teachers will approach local colleges & universities for resources and/or advice to support pupils.
- If appropriate, adult mentors in specific areas will be approached to facilitate input on specialised topics.

Organisational strategies

Senior teachers with a high level of responsibility will act as coordinators for gifted and talented pupils in each year group and will:

- Maintain the register in consultation with other staff.
- Monitor the school's provision for pupils identified as being gifted or talented.
- Monitor the progress of pupils identified as being gifted or talented.
- Be responsible for giving information to parents and teachers and the board of management.
- Co-ordinate the handover of information for students in transition (coming from or going to another school).

- Co-ordinate resources, books, materials, handouts, project-based work, library resource, internet resources etc.
- Establish clubs and activities.

Signed: Fiona McDonnell

Date: 29 September 2020

Principal & Secretary to BOM

Signed: Cllr. Joe Kelly

Date: 29 September 2020

Chairperson BOM