

Lusk N.S.

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Parish of St. Maccullin



S.N. Lusca

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Gifted and Talented Policy

Ethos

Lusk National School is a co-educational, primary school, which strives to provide a well ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. While respect is paid to all religious and/or value systems, Lusk National School is a Catholic school under the patronage of the Archbishop of Dublin.

The school supports the principles of inclusiveness, equality of access and of participation in school life, with respect for diversity of tradition, values, beliefs, languages and ways of life in society, whilst working within the context of the Rules and Regulations of the Department of Education and Science.

Aims

- To ensure that there are effective and clear systems for identifying More Able, Gifted and Talented pupils in Lusk.
- To ensure that More Able, Gifted and Talented pupils are challenged and motivated in order to reach their full potential.
- To provide teaching staff with guidance on selecting a range of teaching strategies.

Definitions of More Able, Gifted and Talented Pupils

The definition adopted by the Department of Education in the Special Review Committee Report of 1993 was:

‘Pupils who are exceptionally able or talented are those who have demonstrated their capacity to achieve high performance in one or more of the following areas;

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual or performing arts
6. Mechanical aptitude
7. Psycho-motor ability (athletics, gymnastics)

At Lusk National School we will provide opportunities for children to excel in the other areas by facilitating a variety of school activities, for example;

- School choir
- Sporting teams; basketball, soccer, football, hurling, cross country
- Debate team
- Quiz team
- Artist in Residence Programme
- Student Council
- Christmas and Summer Plays
- Games Club
- Dance Academy

Transfer and Transition

Information concerning More Able, Gifted and Talented pupils is passed on to the new class teacher at the end of each academic year via school reports. This is then used to inform planning of teaching and learning so that the More Able, Gifted and Talented children can be challenged from the first day that they move into their new year.

Identification

Clear identification of More Able, Gifted and Talented children is essential so that we can provide efficiently and effectively for them. Teachers can plan appropriate work and stimuli which challenges and motivates. There is no single measurement with which to identify More Able, Gifted or Talented pupils due to their individuality. In order to recognise such pupils we use a combination of the following sources of information:

- A checklist of characteristics for More Able, Gifted and Talented pupils which is highlighted for individual pupils by the Class Teacher-see appendix 1 and 2 (from NCCA: Exceptionally Able Students).
- Observations of the child by the Class Teacher or other adults involved in the child's education.
- Written work produced by the child during lessons.
- Views and opinions of parents are taken into account.
- View and opinions of the children themselves.
- Standardized test results- over 90 percentile

Provision in the classroom and Enabling Curriculum Entitlement and Choice

Provision will depend on the individual learning needs of the pupils. Teachers are responsible for ensuring that the More Able, Gifted and Talented pupils receive their entitled provision in the classroom. Many of the strategies used to support the More Able, Gifted and Talented children are similar to those used to support all children's learning. The following in class strategies may be used:

- Creating a stimulating and positive learning environment so that the children feel motivated and engaged in their learning.
- High teacher expectations which ensures that the children always work to their best ability.

- Provide a secure classroom environment where the children feel safe therefore they are able to take risks which will challenge their thinking and learning – even if they experience failure sometimes.
- Teachers provide enrichment and extension opportunities for pupils as part of their planned differentiation.
- Teach children how to ask these higher order questions as well as how to answer them so that these children are taking responsibility for their learning.
- Where relevant, provide opportunities for self-study such as project work and research tasks which will stretch and challenge.
- More able, Gifted and Talented pupils should be challenged through the use of ICT and personalised learning.
- Opportunities for self evaluation and reflection should be provided so that the children are aware of where they are and where they need to go.
- The children should set their own targets after evaluating their own learning. Opportunities to present their work to others such as assemblies or class presentations.

Standards, Assessment for Learning, Monitoring and Evaluation

- Achievement tests and public examinations- high performance on achievement tests can be used to identify gifted children. Examples of such tests include Sigma T and Drumcondra tests.
- Off-level testing- this kind of testing compares a student's level of achievement on a test designed for much older students.
- Monitoring and updating of the register.
- Individual targets - targets are identified with each child so that they feel a sense of ownership and they are moving their own learning forward.
- Test results are assessed to ensure that the More Able, Gifted and Talented pupils are reaching their full potential as well as highlighting any new individuals who are working beyond the level of their peers.

Leadership – Roles and Responsibilities

Principal and Senior Management Team will be responsible for;

- Overall policy setting.
- The depth and breadth of the curriculum.
- Whole-school assessment and monitoring systems.
- Leading/facilitating staff in their provision for the more able.
- The allocation of appropriate funding from the school budget.

The Gifted and Talented post holder will be responsible for:

- Monitoring the implementation of the agreed policy.
- Coordinating provision for children as required.
- Developing and sharing expertise with other staff and directing them to appropriate courses if desired.
- Supporting and monitoring curriculum planning which ensures differentiated provision.
- Ensuring the transfer of relevant information between teachers and class level.

- Purchasing and organising resources to facilitate the teaching of More Able, Gifted and Talented children.
- Creation of resource stations for More Able, Gifted and Talented children, for example, self-correcting worksheets.

The Class Teacher will be responsible for:

- Identifying the More Able, Gifted and Talented in their class and liaising with the postholder regarding this class list.
- Support pupils in setting appropriate targets for themselves.
- Ensuring appropriate provision through differentiated planning.
- Using appropriate resources to challenge the More Able, Gifted and Talented.
- Reporting to parents and others on the progress of the More Able, Gifted and Talented.
- Monitoring the performance of the More Able, Gifted and Talented.
- Ensuring the transfer of relevant information on the child to the next teacher.

Staff Development

Teachers are given the opportunity to identify areas where professional development is required and identify suitable courses to further their understanding of More Able, Gifted and Talented children.

New members of staff are given support to ensure that they provide the best possible provision for More Able, Gifted and Talented education.

Engaging with the community, families and beyond

- The Irish centre for talented youth (C.T.Y.I)
- Irish Association for gifted children (IAGC)

Parents are informed about the progress of their children during parent’s meetings and written reports. They are always encouraged to support their child at home, which is fostered through practical and research-based homework tasks.

This policy will be reviewed as the need arises but no later than the 2019/2020 school year.

Signed: _____ Date: _____

Signed: _____ Date: _____