

**ST. ATTRACTA'S SENIOR NATIONAL SCHOOL  
MEADOWBROOK, DUBLIN 16**



**PLEAN SCOILE**

**POLICY FOR HIGHLY ABLE, TALENTED AND  
EXCEPTIONALLY ABLE PUPILS**



**SCOIL SHINSIREACH NAOMH ATHRACHT**

**CLUAIN GHLAISE, ÁTH CLIATH 16**

**UIMHIR ROLA: 19716B**

*Scoil Shinsireach Naomh Athracht, Cluain Ghlaise, Áth Cliath 16*  
*Policy for Highly Able, Talented and Exceptionally Able Pupils*  
*St. Attracta's Senior National School, Meadowbrook, Dublin 16.*

## **MISSION STATEMENT**

St. Attracta's Senior National School is a Catholic co-educational primary school which provides a happy caring and secure learning environment in which the individual student is enabled to achieve his/her full potential.

St. Attracta's Senior National School promotes excellence in teaching and learning. The school community that we create is welcoming, collegial, safe, respectful and inclusive of all its members. All aspects of the child, academic, spiritual, moral and cultural are cherished.

## **INTRODUCTION & RATIONALE**

This plan was formulated over a period of time, in consultation with the teaching staff of St. Attracta's Senior National School. The main work in preparing and co-ordinating this policy for highly able, talented and exceptionally able pupils was taken on by Ms. Patricia Rafter. The implementation of the plan rests with the teachers in the school, supported by the principal.

## **AIMS**

We aim to provide an environment that promotes high standards and encourages all pupils to maximise their potential for learning and to promote differentiation for pupils of above average ability.

## **DEFINITIONS**

For the purpose of this policy it is necessary to clarify the following terms as they are interpreted in our school.

- High ability - refers to the pupils in each class who are highly capable academically.
- Talented - refers to the pupils in each class who are highly capable in other areas such as music, sport, art, etc.
- Exceptionally Able - refers to pupils who display exceptional abilities beyond those of the highly able or talented.

## **IDENTIFICATION OF PUPILS**

Before identifying any pupil as highly able, exceptionally able or talented in a particular area, we aim to ensure that all pupils have had the opportunity to learn and succeed in that area. A range of methods may be used in the identification process including:

- Registration forms - parents are given the opportunity to describe their child's talents and strengths on entry to the school
- Tests and assessments - standardised Maths and reading tests and/or intelligence tests (NRIT) and psychological assessment
- Teacher observation
- Identification by a previous teacher/school or external agency/organisation
- Parental referral
- Peer/self referral

## **PROVISION FOR ABLE AND TALENTED CHILDREN**

Opportunities for extension and enrichment are built into all our schemes of work. We aim to:

- acknowledge that pupils' talents and abilities may emerge and develop as they mature
- encourage all pupils to be independent learners
- recognise achievement
- be aware of the effects of ethnicity, bilingualism, gender, religion and social circumstances on learning and high achievement
- always endeavour to provide work at an appropriate level/Provide challenges that are difficult for pupils
- provide opportunities for all students to work with like - minded and like-ability peers

## **TYPES OF PROVISION**

### **Classroom differentiation**

Teachers have high expectations of all pupils and design tasks to take account of existing knowledge, skills and understanding. Differentiation takes place:

- by task
- by outcome
- by grouping
- through extension opportunities and challenges
- through open-ended tasks

Exceptionally able pupils need further extension and enrichment beyond that provided for the highly able and talented children. Such pupils may follow an individualised programme as required.

## **School based provision**

This varies according to subject area and may include a variety of methods such as:

- Support teaching outside the classroom
- After school activities
- Student council
- Opportunities for performance
- Visiting specialist teachers

The school endeavours to link with other providers of opportunities for students with high abilities, for example with local and national organisations and competitions, festivals, links with other schools, etc.

## **RECORD KEEPING**

Class and support teachers observe and record each child's progress and development, and details of approaches used and interventions taken are reported in Cuntaisí Míósúla. This information is added to pupil profiles which are shared with relevant personnel each year as the child moves through the school.

## **PARENTAL INVOLVEMENT**

We recognise that parents are the primary educators of their children. We encourage parents to provide opportunities for their child to develop and explore their talents and abilities outside of the school setting. This may include

- involvement in organisations such as CTYI
- independent project work
- field trips
- participation in clubs or youth groups
- specialist classes

Teachers are always available to meet with parents to discuss their child's needs and to offer suggestions about possible enrichment opportunities for the child outside of school.

## **LEADERSHIP AND MANAGEMENT ROLES**

The principal and senior management are responsible overall for the implementation of this policy, and for ensuring best practice through a process of regular policy review and development.

The school endeavours to provide resources to enable particular areas of interest, identified by pupils, teachers and other relevant personnel.

## **MONITORING/EVALUATION/REVIEW**

This policy on highly able, talented and exceptionally able pupils will be monitored and assessed on an on-going basis the programme will be adjusted as the practicalities of the classroom situation demands.

The Board of Management will review and update this policy occasionally and as deemed necessary. The views and opinions of the partners in education are welcome at all times.