



March 2025-26

## **ESV School-Specific Guidelines for the Support of Gifted and Talented Pupils**

### **Primary Cycle**

#### **1. Purpose**

This document sets out the School-Specific Guidelines for the identification and educational support of gifted and talented pupils in the Primary Cycle of the European School. It is intended to inform parents of the principles, procedures, and measures adopted by the school in line with the EESS official document: Ref.: 2023-01-D-29-en-3.

These guidelines aim to ensure equitable, transparent, and inclusive practices that support pupils' academic development, social integration, and emotional well-being.

#### **2. Definition**

Gifted and talented pupils are those who demonstrate exceptional abilities or potential that significantly exceed age-related expectations in one or more areas of learning or development.

This category also includes twice-exceptional pupils, defined as pupils who are both gifted and present a learning difficulty or disability.

#### **3. Guiding Principles**

The European School is committed to:

- Respecting learner diversity and individual learning profiles
- Providing inclusive and accessible learning environments
- Prioritising differentiation within the classroom as the first response
- Considering the whole child, including academic, emotional, social, and cognitive development
- Ensuring that any decision regarding acceleration or exceptional promotion is taken cautiously and in the pupil's best interest

#### **4. Differentiation as a Primary Measure**

Differentiation within the classroom constitutes the first level of intervention for gifted and talented pupils.

Teachers may implement differentiation through:

- Tasks with varying levels of complexity
- Open-ended and extension activities
- Flexible grouping arrangements
- Varied instructional strategies and modes of learning

Differentiation allows pupils to remain within their peer group while receiving appropriate challenge.

#### **5. Initial Identification Process**

The school applies a multi-source approach to the initial identification of gifted and talented pupils. This may include:

- Teacher observations
- Parental input
- Analysis of classroom work and pupil portfolios
- Assessment results

Identification is ongoing and may occur at different stages of the Primary Cycle.

## **6. Requirement for Professional Assessment**

For the formal recognition of a pupil as gifted and talented, a diagnosis by a qualified external professional is required.

The professional assessment:

- Is conducted by a licensed psychologist or recognised specialist chosen by the parents
- Is based on internationally standardised assessment tools
- Assesses cognitive abilities and learning potential
- May include evaluation of emotional and social maturity

The professional report is considered in conjunction with internal school evidence. No single element is used as the sole basis for decision-making.

## **7. Review by the Support Team**

Following identification, the pupil's case is reviewed by the Support Team, which may include:

- School Management
- Class Teacher
- Learning Support Coordinator
- Learning Support Teacher, if applicable
- L2 Teacher
- School Psychologist

The Support Team analyses all available information and formulates recommendations regarding appropriate educational measures.

## **8. Individual Learning Plan**

Where deemed appropriate, an Individual Learning Plan is established for the pupil.

The Learning Plan:

- Identifies areas of strength and talent
- Specifies differentiated or enrichment measures
- Addresses any support needs, including social-emotional aspects
- Is subject to regular monitoring and review

Parents are informed of the Learning Plan and involved in its implementation and review.

## **9. Enrichment Measures**

Subject to availability, the school may provide access to enrichment activities, including:

- Extension or challenge groups
- Project-based learning
- Academic competitions
- Interest-based or mentorship activities

Enrichment measures complement classroom provision and do not replace differentiated instruction.

## **10. Pupils Enrolling During the School Year**

For pupils enrolling during the course of the school year, the school may implement a trial observation period of approximately one week.

During this period:

- The pupil is observed in the classroom setting
- Teachers assess learning behaviours, engagement, and adaptation
- Particular attention is paid to the pupil's well-being and integration
- Observations and analyses are conducted taking into account the professional diagnosis provided by a qualified external specialist.
- Previous school report and ILP of the previous school where available

## **10.2 Assessment of Core Subjects**

Following the observation period, the school may administer assessments in the core subjects, including:

- Language of Instruction
- Mathematics
- Second Language (L2), where required.

These assessments support decisions regarding:

- Appropriate class placement
- Level of differentiation or enrichment required
- Need for further evaluation

Results are communicated to parents.

## **11. Acceleration and Exceptional Promotion**

### **11.1 General Principles**

Acceleration measures, including skipping a year level, are considered only in exceptional circumstances and after differentiated and enrichment measures have been fully implemented and documented.

Skipping a year is not recommended in the first year of the Primary Cycle, particularly for M2 children (aged 5).

### **11.2 Decision-Making Procedure**

Any consideration of acceleration is based on:

- Academic achievement and readiness
- Cognitive abilities
- Emotional and social maturity

The process includes:

- An external professional assessment
- Internal evaluations and documented observations
- Consultation meetings with the relevant pedagogical team

The Class Council takes the final decision, in accordance with European Schools procedures and always in the best interest of the pupil.

Requests for skipping a year level are subject to the following deadlines:

- Requests submitted during the first semester must be supported by complete documentation provided before the Christmas holidays.
- Requests submitted during the second semester must be supported by complete documentation submitted no later than 31 May.

These deadlines are established to ensure that the school is able to conduct a thorough review of the case and reach a timely decision, either within the second semester or in preparation for the subsequent school year.

In the case of enrolment during the course of the school year, the Cycle Director may, where appropriate, authorise a derogation from the above deadlines.

## **12. Cooperation with Parents**

Parents are recognised as key partners in the educational process. The school promotes:

- Transparent and timely communication
- Shared responsibility in supporting the pupil's development

Parents are encouraged to contact the Class Teacher as the first point of reference for any questions or concerns.