

Gifted and Talented Pupils in Norfolk Schools

Supplementary Guidance for Teachers

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NORFOLK COUNTY COUNCIL

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1 Introduction

This document supplements the Norfolk LEA policy and procedures guidance on Gifted and Talented Pupils published in February 2003. It is designed to be used in tandem with the above guidance and provides teachers with more specific advice and information on a wide range of Gifted and Talented issues, developments and best practice.

The layout of this guidance mirrors the sections in the policy and procedures publication.

A handwritten signature in black ink, appearing to read 'Bryan Slater', with a stylized flourish at the end.

Dr. Bryan Slater
(Director of Education)

2 Definitions

This section initially explores the problems and challenges of Gifted and Talented terminology. Information on definitions is then amplified with guidance from research in three different areas. Firstly, there is information on multiple intelligences from Howard Gardner (1996). Secondly, there is information on pupils of exceptional ability by Joseph Renzulli (1981), and thirdly, there is information on the disaffected exceptionally able child from Barry Teare (1997).

The Maze of Terminology

At a recent presentation to Norfolk teachers about supporting Gifted and Talented pupils, a display of literature relating to the development of appropriate school policy strategies consisted of a dozen carefully chosen items. No two of these used the same terminology to describe the group of children whose needs they were addressing.

Their range included:

Able pupils;
More able pupils;
The very able;
Exceptionally able children;
Gifted children;
Talented pupils;
Those with exceptional talent; and
Pupils with marked aptitudes.

These very helpful documents combined the terms in various groupings, which made it clear their authors saw each as describing a specific group of children, but also indicated that there was no consensus at all as to what each term meant. As the introduction to the policy, principles and procedures publication indicates the DfES prefers the expression “Gifted and Talented”, but authoritative sources are by no means in agreement with the appropriateness of the DfES term. One Norfolk high school has chosen to identify its Gifted and Talented pupils and call them “the TAG group” (Talented and Gifted). Each and every school should discuss and develop a terminology which fits the overall ethos, aims and objectives of the school.

● The Multiple Intelligences Table

Adapted from the book *Succeeding with Multiple Intelligences* by Howard Gardner (1996)

Intelligence	What Learners Like To Do	Teachers Can
Interpersonal	<ul style="list-style-type: none"> • Sensitive to the mood and feelings of others • Understand people well • Interact and co-operate effectively with others • Good at leading, sharing and organising • Mediate between people • Enjoy playing social games • Listen well to others • Enjoy many friends • Meditate • Build consensus and empathise with others 	<ul style="list-style-type: none"> • Use co-operative learning • Assign group projects • Give students opportunities for peer teaching • Brainstorm solutions to problems • Create situations in which students are given feedback from others
Intrapersonal	<ul style="list-style-type: none"> • Like to work alone • Motivate oneself • Intuitive 	<ul style="list-style-type: none"> • Allow students to work at own pace

	<ul style="list-style-type: none"> • Sensitive to one's own feelings and moods • Know own strengths and weaknesses • Use self-knowledge to guide decision making and set goals • Control own feelings and moods • Have a sense of independence • Are strong willed and have strong personal opinions • Pursue personal interests and set individual agendas • Self confident • Reflective • Learn through observing • Use metacognitive skills 	<ul style="list-style-type: none"> • Assign individual, self-directed projects • Help students set goals • Provide opportunities for students to get feedback from each other • Involve the students in journal writing and other forms of reflection
Bodily-Kinesthetic	<ul style="list-style-type: none"> • Use ones' body to communicate and solve problems • Remember through bodily sensations • Learn best through physical activities • Find it difficult to sit still for long • Have gut feelings about things • Is adept with objects and activities involving fine or gross motor skills • Play sports and be physically active • Use body language and gesture • Do crafts and mechanical projects • Dance, act or mime • Mimic easily 	<ul style="list-style-type: none"> • Provide tactile and movement activities • Offer role playing and acting opportunities • Involve students in physical activity • Allow students to move while working • Use sewing, model making or other activities using fine motor skills
Linguistic	<ul style="list-style-type: none"> • Think in words • Use language and words in many different forms to express complex meanings • Tell jokes, riddles or puns • Like to read, write or tell stories • Use an expanded vocabulary • Play word games • Have a good memory for names, places, dates, poetry, lyrics, trivia • Create poems and stories using the sounds and imagery of words • Find spelling easy 	<ul style="list-style-type: none"> • Create reading and writing projects • Help students prepare speeches • Interest the students in debates • Make word games, crossword puzzles and word searches • Encourage the use of puns, palindromes and outrageous words
Logical - Mathematical	<ul style="list-style-type: none"> • Approach problems logically • Understand number • See patterns easily • Like abstract ideas • Recognise and solve problems using reasoning skills • Work out sums easily in their head • Work with numbers, figure things out and analyse situations 	<ul style="list-style-type: none"> • Construct Venn diagrams • Use games of strategy • Have students demonstrate understanding using concrete objects • Record information on graphs

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	<ul style="list-style-type: none"> • Know how things work • Ask big questions • Exhibit precision in problem solving • Work in situations in which there are clear black and white solutions • Like computers • Devise experiments to test things out • Think in categories and see relationship between ideas 	<ul style="list-style-type: none"> • Establish time lines and draw maps
Musical	<ul style="list-style-type: none"> • Sensitive to non-verbal sound in the environment, including melody and tone • Aware of patterns in rhythm, pitch and timbre • Listen to and play music • Match feelings to music and rhythms • Sing, hum, whistle and move to music • Remember and work with different musical forms • Create and replicate tunes • Like to listen to music when working 	<ul style="list-style-type: none"> • Re-write song lyrics to teach a concept • Encourage students to add music to plays • Create musical mnemonics • Teach history through music of the period • Have students learn music and folk dancing from other countries
Naturalist	<ul style="list-style-type: none"> • Sensitive to the natural worlds • See connections and patterns within the plant and animal kingdom • Spend time outdoors • Observe plants, collect rocks and try to catch animals • Listen to the sounds created in the natural world • Notice relationships in nature • Categorise and classify flora and fauna 	<ul style="list-style-type: none"> • Use the outdoors as a classroom • Have plants and animals in the classroom for which students are responsible • Conduct hands-on science experiments • Create a nature area on the playground
Visual/Spatial	<ul style="list-style-type: none"> • Perceive the visual world accurately • Create mental images • Think in pictures and images • Aware of relationships between objects in space • Doodle, paint, draw, design or create three-dimensional representations • Read maps and diagrams easily • Do puzzles or complete mazes easily • Take things apart and put them back together • Are fascinated by machines • Easily remember where things have been put • Reproduce images accurately 	<ul style="list-style-type: none"> • Draw maps and mazes • Lead visualisation activities • Provide opportunities to show understanding through drawing or painting • Have students design clothing, buildings, play areas and scenery

The work of Howard Gardner on Multiple Intelligences is very much at the core of the work of the University of the First Age (UFA).

● The Characteristics of Exceptional Ability

Joseph Renzulli (1981) identifies three interrelated clusters of characteristics, which distinguish exceptionally able pupils. These are:

- a) well above average ability;
- b) task commitment;
- c) creativity.

Well above average ability is characterised by:

- High levels of abstract thinking, verbal and numerical reasoning, spatial relationships, memory and word fluency.
- Adaptation to novel situations.
- Rapid, accurate and selective retrieval of information.
- The application of these abilities to one or more specialised areas of knowledge, techniques and strategies.
- Appropriately using the abilities in (4) in pursuit of particular problems or interests.
- The capacity to sort relevant from irrelevant information in (5).

Task Commitment is characterised by:

- The capacity for high levels of interest, enthusiasm, fascination and involvement.
- The capacity for perseverance, endurance, determination, hard work and dedicated practice.
- Self confidence- belief in one's own ability to carry out important work.
- Drive to achieve.
- Ability to identify specific problems and tune in to major channels of communication and new development.
- Setting high standards for one's own work.
- Maintaining openness to self criticism and other's criticism.
- Development of an aesthetic sense of quality and excellence in one's own and others work.

Creativity is characterised by:

- Fluency, flexibility and originality.

- Openness to experience and receptivity to what is new and different.
- Curiosity, speculative thinking, adventurousness and willingness to take risks in thought and action.
- Sensitivity to detail and the aesthetic characteristics of things and ideas.
- A willingness to act on or react to external stimulation and one's own ideas and feelings.

Renzulli maintains that between these clusters of characteristics there is overlap and interaction and that all traits cannot be expected in any single individual.

● The Characteristics of a Disaffected Exceptionally Able Child

A checklist containing some of the more unusual items to consider in relation to able pupils who may be underachieving (Barry Teare, 1997)

1. Possesses an unusual sense of humour – "Monty Python" style.
2. Has a strong appreciation of the absurd.
3. Enjoys word humour – puns, nuances, word play.
4. Has a more than normal interest in the great questions of the universe.
5. Has a more than normal interest in, and knowledge of, serious items in the newspapers and on the news broadcasts.
6. In conversation and debate tends to speak like an adult.
7. Lacks respect for arguments just because they are put forward by an adult.
8. Challenges in an aggressive manner weak links in an argument or theory, irrespective of who the speaker may be.
9. Has a devastating appreciation of the weaknesses of other people including those in positions of authority such as teachers.
10. Prefers the company of adults to other children.

11. Makes comments of great perception and insight, sometimes out of context and in isolation.
12. See links and connections that are not recognised by many peers.
13. Spots the direction of a story or situation well ahead of peers.
14. Adapts articles readily and uses them for purposes other than those that were intended.
15. Displays pleasure and creativity in open-ended situations where many other pupils are “put out” by the nature of the task.
16. Enjoys, and is skilful at, working in the abstract, whether it be number-based, as in algebra, or language-based, such as proverbs.
17. Frustrates the teacher by not appearing to pay attention but then copes very easily with the work.
18. Despite great understanding and oral skills in the curriculum area, can be reluctant to do much written work.
19. Once interested in something, is capable of working with great concentration for a long period of time.
20. Has a hobby or interest which is followed to a great depth, often involving substantial knowledge, collection of material and statistical analysis.

3 Identification and Assessment

Information in this section is amplified with guidance from two separate sources. The first of these is from previously published work from Kirklees LEA (1998) and is a checklist for very able and exceptionally able pupils. The second is a checklist developed at a Norfolk primary school to help with the identification of able pupils and those with exceptional talent.

Very Able Pupil

Knows the answers
Is interested
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information.
Technician
Good memoriser
Enjoys straightforward sequential presentation
Is alert
Is pleased with own learning

Exceptionally Able Pupil

Asks the questions
Is highly curious
Has wild silly ideas
Plays around yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings/opinions
Already knows
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly self critical

● Identification of able pupils and those with exceptional talent

Name _____

	At times	Always
Thinking Speed		
Has quick mastery and recall of information	<input type="checkbox"/>	<input type="checkbox"/>
Has exceptional curiosity	<input type="checkbox"/>	<input type="checkbox"/>
Is sceptical	<input type="checkbox"/>	<input type="checkbox"/>
Asks many searching/provocative questions	<input type="checkbox"/>	<input type="checkbox"/>
Learning style		
Can make accurate predictions using previous knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Can deal with the abstract	<input type="checkbox"/>	<input type="checkbox"/>
Quickly generalises and uses information to predict/explore	<input type="checkbox"/>	<input type="checkbox"/>
Follows complex directions with ease	<input type="checkbox"/>	<input type="checkbox"/>
Jumps stages in learning	<input type="checkbox"/>	<input type="checkbox"/>
Persistence		
Is a keen and alert observer	<input type="checkbox"/>	<input type="checkbox"/>
When interested becomes absorbed for an unusual length of time	<input type="checkbox"/>	<input type="checkbox"/>
Determined to complete task	<input type="checkbox"/>	<input type="checkbox"/>
Shows originality/creativity on intellectual work	<input type="checkbox"/>	<input type="checkbox"/>
Criticises constructively or harshly	<input type="checkbox"/>	<input type="checkbox"/>
Can produce work of a high standard independently	<input type="checkbox"/>	<input type="checkbox"/>
Behavioural constraints		
Critically examines authoritarian statements from peers or adults	<input type="checkbox"/>	<input type="checkbox"/>
Prefers to talk rather than write	<input type="checkbox"/>	<input type="checkbox"/>
Is reluctant to practice skills already mastered	<input type="checkbox"/>	<input type="checkbox"/>
Listens to only part of the explanation	<input type="checkbox"/>	<input type="checkbox"/>
Mental speed faster than physical capabilities	<input type="checkbox"/>	<input type="checkbox"/>
Leadership		
Sees a problem quickly and takes the initiative	<input type="checkbox"/>	<input type="checkbox"/>
Is followed by others automatically	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or improves situations/systems/objects	<input type="checkbox"/>	<input type="checkbox"/>

At times Always

Facility with language

- Reads rapidly and retains what is read
- Intellectually playful/original/ imaginative.
- Manipulates ideas
- Has advanced use and understanding of language
- Appreciates verbal puns, cartoons, jokes
- Makes inferences from films and stories
- Has a keen or unusual sense of humour

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Social interaction

- Shows sensitivity
- Shows empathy towards others
- Is more than usually interested in adult style problems
- Creative and imaginative flair and style

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Standardised score information

Date of test	Age when taken	Test	Raw score	Standardised score

Other information

4 Teaching and Learning

This section supplements the main document with further guidance from three different sources. Firstly, there is a summary of ten different approaches to differentiation that can help with the teaching of Gifted and Talented Pupils. Secondly, there is a summary of twenty ways to create challenge for the Gifted and Talented Pupil from Deborah Eyre (1997). Thirdly, there is information on teaching high order thinking skills following Bloom's (1956) approach to hierarchical thinking and questioning.

● A Teachers' Guide to Differentiation for Gifted and Talented Pupils

1. **Task:** Set classwork tasks, based on prior attainment, which include problem solving investigations and the use of higher order thinking skills. Set homework tasks that involve in-depth research on more open ended and complex aspects of the topic.
2. **Outcome:** Set tasks, which follow common stimuli, but are assessed using personalised criteria for the Gifted and Talented.
3. **Resources:** Set common tasks, but encourage the use of a wide range of challenging resources, which require advanced reading and research skills for the Gifted and Talented.
4. **Pace:** Allow Gifted and Talented pupils to spend less time on core activities and more on challenging extension tasks.
5. **Dialogue:** Include higher order questions in class discussions targeted specifically at the Gifted and Talented.
6. **Grouping:** Set Gifted and Talented children together for specific tasks, where they are expected to perform at a higher level.
7. **Role:** Set a common classwork task, but give individuals different roles.
8. **Input:** Set a common task, but give the Gifted and Talented less detailed instructions, or are asked to plan their own task.
9. **Support:** Set a common task, but provide more or less support. Gifted and Talented pupils could provide support for other pupils; they may also need specific support in areas of their own weakness such as ICT for instance.
10. **Information:** Allow Gifted and Talented children access to both different information and different amounts of information. Information handling skills will be a key learning need for such Gifted and Talented pupils.

● Creating Challenge in the Classroom

Deborah Eyre in her book on Able Children in Ordinary Schools (1997) suggests 20 different ways to create challenge for the Gifted and Talented in the classroom.

1. **Plan/Do/Review** - this encourages creative, critical and independent thinking.
2. **Working from a difficult text** - able pupils are given a more difficult/ advanced text to use.
3. **Using a range of text or information** - offers an opportunity for a range of comparative work.

4. **Recording in an unusual way** - OHPs/ Powerpoint/Videos/Tapes/Models.
 5. **Role Play/Simulation** - encourages pupils to think in other ways.
 6. **Problem Solving and enquiry tasks** - develops higher order thinking skills.
 7. **Choice in how to handle content** - is a great motivator of able pupils.
 8. **Decision making** - can be challenging for some able pupils.
 9. **No correct answer** - open ended tasks with no answer can be a joy for able pupils.
 10. **Give the answer, they set the question** - a form of differentiation by outcome, useful at the end of a task.
 11. **Using one text or artefact** - by using just one stimulus generates deeper thinking and speculation.
 12. **Allowing pupils to do the planning** - allows for original thinking by able pupils.
 13. **Time restricted activities** - restricting time adds to the challenge of an activity.
 14. **Developing metacognition** - helping pupils to understand the way they think e.g. CASE (Cognitive Acceleration through Science Education) in Science, CAME (Cognitive Acceleration through Maths Education).
 15. **Bloom's higher order thinking** - the building blocks from low order knowledge and comprehension to middle order application to high order analysis, evaluation and synthesis (Bloom 1956).
 16. **Study Skills using DARTS** - Directed Activities Related to Text. This technique allows able pupils to access dense or complex text (Lunzer 1984)
 17. **Introducing Technical Language** - allows able pupils to be more rigorous in their explaining of ideas.
 18. **Modelling experts** - bringing experts into the classroom stimulates challenge and raises the expectations of pupils.
 19. **Philosophy** - helps develop critical thinking. (Lipman 1980, and Murris 1992)
 20. **Book talk** - structured discussion of a book leads to greater understanding and critical analysis. (Chambers 1993)
- **Bloom's Taxonomy**
- KNOWLEDGE (low)**
Facts, Figures, Information, Observation, Recall...
- COMPREHENSION (low)**
Understanding, Interpreting, Comparing, Contrasting, Ordering.....
- APPLICATION (middle)**
Using knowledge, Method, Concepts, Solving problems.....
- ANALYSIS (high)**
Recognising patterns, Components, hidden meanings.....
- SYNTHESIS (high)**
Relating, Generalising, Combining, Creating, Predicting, Concluding.....
- EVALUATION (high)**
Comparing, Discriminating, Prioritising, Verifying, Assessing, Recommending.....
- More information on the use of Bloom's Taxonomy is to be found in the Key Stage 3 Strategy materials published in the DfES 'Training Materials for the Foundation Subjects' (2002) - Section 4 on Questioning, Section 7 on Starters and Section 9 on Challenge.

A teacher's guide to structuring activities and asking questions

Knowledge

Activities	Questions for learning
Tell	What three things are the most important?
Recite	Describe them to someone else
List	List the key characters in the book
Memorise	Write your list, turn it over, repeat it
Remember	Write your list, turn it over, repeat it, try again
Find	Look for and list the ingredients needed
Summarise in your own words	List five key things and explain each
Locate	Where in the book would you find?
Name	Name as many characters as you can, go for five

Comprehension

Activities	Questions for learning
Restate	What do you think is happening here?
Explain	What is significant?
Give examples	Can you think of any other similarities?
Summarise	What do you consider essential?
Translate	What might this mean?
Edit	Using the cut and paste facility, can you ..?
Draw	What three things are the most important?

Application

Activities	Questions for learning
Demonstrate	Plan and deliver a presentation to ...
Based on what you know	What is the most important for your chosen audience?
Model	How can you best demonstrate your understanding?

Analysis

Activities	Questions for learning
Investigate	What information is needed? Where will you get it?
Classify	Organise the data using flow chart/concept map
Categorise	List the data in categories for a given audience
Compare and contrast	List arguments for and against, compare them
Relevant and irrelevant	Choose a target audience: list R & Is for them
Facts and opinions	Separate into fact and opinion using a Venn diagram
Fallacies	What assumptions are being made? Why?

Evaluation

Activities	Questions for learning
Prioritise	Re-order with a justification
Rate	Design a mechanism to evaluate the importance of ...
Grade	Devise a hierarchy of significance
Critique	Discuss the relative merits in relation to ...
Judge	Following your critique, say which is better and why
Recommend	What is the best option? List five reasons

Synthesis

Activities	Questions for learning
Create	Provide a portfolio of evidence showing your case for
Compose	Compose a piece of music to represent the theme of stillness
Invent	You need an effective labour saving device for ...
Construct	Using appropriate materials based on your research, produce ...
Combine	Your audience needs a multi-media presentation
Forecast	Using all the evidence available ...
Formulate	As a result of analysis of data give the cost-effective solution to ...
Argue the case for	Listen to the evidence, summarise, critique, choose and recommend
Predict	Based on the evidence and your intuitive feelings, say what you think is likely to ...
Imagine	Being as unconventional as you like try to envisage a ...

5 Management and Organisation

This section includes three supplements relating to schools developing their own policies and practices on Gifted and Talented Pupils. The first is some recommendations from Deborah Eyre in an Oxford LEA publication (1993). The second is an example of an actual policy from the Norwich Excellence Partnership. The third is also from the Norwich Excellence Partnership and is an example of a job description for a Gifted and Talented Coordinator.

- **Suggestions on what to include in a whole school policy for Gifted and Talented pupils**

Below are some headings which could be utilised as a starting framework:

- **General Rationale**
Why such a policy is needed
Where it links into general school aims and philosophy.
- **Aims**
What the school aims to provide for Gifted and Talented pupils
- **Definitions**
- **General overall approach**
Indicating which organisational system will be used
- **Identification and monitoring schemes**
Including the Gifted and Talented register
- **Organisational responses may include:**
Provision for the Gifted and Talented
Withdrawal across year groups
Working with older pupils
Acceleration
- **In-class approaches, which may include:**
Enrichment/Extension

Working with others of like ability
Differentiation
Challenge within subject areas
Differentiated homework
Higher level thinking skills

- **Supporting partnership with parents by:**
Providing advice and guidance
Developing partnerships
Home/school challenges
- **Out of class activities such as:**
Musical and sporting opportunities
Enrichment days
School clubs
- **Personal and Social Education**
- **Responsibility for co-ordination and monitoring progress**
- **Process for review and development**
- **Use of outside agencies**
- **The role of the governing body or named governor**
- **School Policy Template
Provision for Gifted and Talented Pupils**

Introduction – The Need for a Whole School Policy

In order for all pupils to have access to a curriculum that is appropriate to their needs and abilities, it is necessary to have an explicit whole-school policy which sets out the principles and aims which underpin the provision and give details of the arrangements in place. All staff should be consulted in the drawing up and implementation phases if a consistent approach is to be followed.

In our school it is recognised that children should be educated in a way which enables them to work at the highest level concomitant with their ability and interest, both for the good of others and for their own satisfaction. Just as we need to make appropriate provision for pupils with other special educational needs, we must provide rich and challenging experiences for Gifted and Talented children.

General Approach

As part of our drive for social inclusion and raising achievement, we welcome the challenge of providing an appropriate, supportive curriculum to enable each pupil who has been identified as gifted or talented to reach their full potential. By co-ordinating and building upon good practice, we seek to develop provision that is consonant with the National Curriculum, but which also enriches, extends and differentiates it. All initiatives will link in with the school's improvement and development plans. Each department or curriculum area will discuss Gifted and Talented provision, which will be incorporated into their own policies and schemes of work.

Who are the Gifted and Talented?

Any definition by its very nature will be subject to criticism and individual interpretation. In this school 'gifted' is defined as high attainment or latent high ability in one or more academic subjects (those other than the arts and sport). 'Talented' refers to pupils with high ability in a creative or expressive arts subject or sport. The school will identify 5-10% Gifted and Talented pupils in each year group, with approximately 2/3 gifted and 1/3 talented. An inclusive approach to identification will be adopted with able disaffected and/or underachievers being targeted.

Identification – The Process

As there is no single measurement with which to identify Gifted and Talented pupils, it is

important that a broad-based, inclusive approach is adopted with teachers gathering evidence from a wide range of sources. In this school we use a combination of the following sources of information:-

- NC and other standardised and criterion-referenced tests (including attitude and potential ability tests).
- Teacher observation and assessment.
- Checklists of characteristics (including those for able underachievers).
- Previous records.
- Discussions with children.
- Parental information.

The identification process will need to take into account factors that are significant in converting potential into performance, such as motivation, personality and home background. The process should take multiple intelligences and preferred learning styles into account. Records of identification processes will be formulated within a structured framework that will enable progression and continuity across the phases. Once the child has been placed on the Gifted and Talented list and interested parties have been informed, appropriate action will be agreed and undertaken.

Grouping Policy

The Gifted and Talented will normally work with pupils of the same chronological age when not set, so that they are part of a normal peer group. Setting by ability, however, will enable them to work together with others of similar ability from time to time to allow challenge to take place. In mixed ability classes, more able children will have access to differentiated tasks. There may be opportunities for acceleration, enabling some pupils to move through the curriculum at a faster rate and for pupils to be withdrawn for individual support when appropriate. The school will arrange special provision for exceptionally Gifted or Talented pupils for specific teaching and mentoring. There may be opportunities for pupils to attend master classes in mixed school groups.

Curriculum Provision

The curriculum for Gifted and Talented pupils should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs. The classroom should offer a carefully structured positive atmosphere in which the contribution made by all pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered.

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of Gifted and Talented pupils in line with the new teaching and learning framework specified in the Partnership action plan.

These may include:-

- Enrichment activities (with emphasis on visiting experts, a wide range of materials and resources, study skills taught directly, enquiry work, increased technical/specialist language etc).
- Extension activities (with emphasis on open-ended tasks and questions, deepening understanding of concepts, additional activities around the base themes).
- Activities differentiated by task/outcome (including differentiated homework).
- Accelerated learning through awareness of preferred learning styles and multiple intelligences.
- Opportunities for pupils to initiate discussion and to think creatively.
- Tasks involving individual research and problem solving.
- Activities which promote high order thinking skills.

These strategies should be integrated in the revised schemes of work where appropriate.

In-class approaches should be supported by out-of-hours learning opportunities, all of which should support mainstream education and, wherever possible, integrate fully with it. The Partnership study support system will be provided via the following contexts:

- Summer schools (secondary).
- Twilight or weekend sessions.
- Residential programmes.
- Extra-curricular clubs and activities eg sport, ICT, study skills.

Use will be made of visiting experts and specialist facilities and there will be an increase in inter-school performance opportunities. Each identified Gifted and Talented pupil should access at least one study support opportunity each year.

Assessment and Monitoring

Once identified, pupils will be placed on the Gifted and Talented list, which notes their particular abilities and targets. Their progress against individual targets will be monitored to assess effectiveness and value added, with reference to discussions with staff and pupils, attitude and ability tests, and pupils' work. Targets will be reviewed regularly in line with the existing reporting system.

In addition to the specified attainment targets identified by the Partnership, the success criteria against which the framework will be monitored and evaluated will include the following:

- The top 5 -10% of each year cohort will be effectively supported and challenged.
- Talented pupils will have regular opportunities to exhibit their abilities in the creative arts and sport.
- Higher order thinking skills will be developed in First and Middle schools.
- There may be early examination entry in some subjects.

Pastoral Care

The school recognises that Gifted and Talented pupils will need a high level of support and guidance. The role of the tutor or class teacher is crucial – alongside the Heads of Year/Key Stage, they should be aware of the children on the Gifted and Talented list in order to address and monitor their social, emotional and

cognitive needs. Appropriate provision and support for Gifted and Talented pupils should help to raise the esteem and aspirations of all pupils in the school. It is important that a wide range of opportunities is offered but without pressure and that achievements are recognised and celebrated.

Parents

The school encourages parents to take an active part in their children's development, sharing activities and progress with them both formally and informally. As well as helping with the identification process, in some cases, they need to be informed of their child's particular abilities and/or talents. It is important to offer advice and support for parents, as effective partnership between home and school is vital to the success of Gifted and Talented provision.

Other Phases

It is important to keep clear, consistent, up-to-date records of gifted and talented pupils in a form which may readily be transferred to other Partnership schools. Where appropriate, feeder schools will be asked to include specific Gifted and Talented information as part of the transfer process to ensure that potential Gifted and Talented pupils are identified and provided for as soon as possible.

Organisation

The school's Gifted and Talented co-ordinator, with full support from the strand co-ordinator and SMT, will oversee the heads of subject or curriculum areas in their implementation, monitoring and evaluation of the Gifted and Talented programme.

The school will nominate a link governor linked for the Gifted and Talented strand, who will be actively involved in supporting new initiatives.

Professional Development

The school Gifted and Talented co-ordinator will participate in a national training programme to ensure that he or she develops a thorough knowledge and understanding of the key issues involved in the education of Gifted and Talented students. This multimedia accredited course, which will involve setting three development targets relevant to the work being carried out in school, will be supported by an extensive local training programme. Voluntary twilight sessions will be set up at the Excellence Centre to provide opportunities to share good practice and learn more about new teaching and learning initiatives.

It is important to support the professional development needs of teachers of subjects or curriculum areas as they implement new teaching and learning strategies for Gifted and Talented students. A Training Needs Analysis questionnaire will be administered and, where appropriate, discussions with staff will take place to identify relevant training. Any training that takes place will be evaluated to ensure continuing improvement.

Conclusion

It is important to stress the following points:

- The Gifted and Talented programme must impact on the curriculum as a whole to be successful.
- At all times, the well being of the individual pupil belonging to the Gifted and Talented cohort must be paramount.
- Research has shown that making appropriate provision for more able pupils often leads to higher levels of achievement for all pupils.
- Teachers will be supported by subject co-ordinators or heads of department, pastoral managers and, where necessary, the Gifted and Talented co-ordinators, when seeking to introduce new and challenging extension and enrichment activities.
- This policy will be open to an annual review

by the co-ordinator, link governor, the SMT and all staff.

- In the first review (November 2003) particular attention will be paid to identification and monitoring issues, parent and outside involvement and good classroom practice.

● An example of a Gifted and Talented Co-ordinator's job description

With full support from the strand co-ordinator and senior managers in schools, the co-ordinators should seek to:

- Lead the development, implementation, monitoring and evaluation of the school's policy for identifying Gifted and Talented students, linking it with existing policies. (In secondary schools, students will be identified in individual subjects).
- Ensure that identification procedures are in place throughout the school and that registers of Gifted and Talented students are completed and made available.
- Oversee curriculum co-ordinators and heads of subject in their revision of schemes of work, with particular reference to provision for Gifted and Talented students.
- Work with co-ordinators from other partnership schools to promote complementary study programmes, including joint projects and out-of-hours learning opportunities, for these students.
- Analyse and highlight the ways in which the study support activities build upon and interweave with mainstream school provision.
- Advise subject/class teachers in providing appropriate resources for Gifted and Talented students.
- Work with learning mentors to identify and address the needs of underachieving and/or disadvantaged Gifted and Talented students who have been referred.

Identify staff development needs and seek appropriate training opportunities.
- Attend national and local training for school co-ordinators.
- Ensure that records are kept up-to-date and are passed on to new schools (where relevant).
- Keep all interested parties, including parents, all staff and the governing body (via a link governor) informed of Gifted and Talented initiatives.
- Meet and work with other co-ordinators and the strand co-ordinator to develop and implement a support programme for the partnership schools, reporting progress on a regular basis.
- Act as the 'Champion' of able pupils (where possible) by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able pupils receive the right blend of challenge and support.

Norwich Excellence Partnership

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