

Provision for
Gifted and Talented Pupils
GUIDELINES FOR SCHOOLS

January 2003



LEA Guidance on Support for Gifted and Talented Pupils

Introduction

Who are the “Gifted and Talented”?

This is a complex issue and there is no definitive answer. Terminology both locally and nationally further complicates the issue – **“gifted and talented”**, **“more able”**, **“highly able”**, **“exceptional”** are all terms which spring to mind and are used in various contexts to mean the same or different things.

The DFES has opted for the term **“gifted and talented”** to identify the most able 5 – 10% of **any** cohort in its “Excellence in Cities”(EiC) and “Excellence Clusters” programmes, regardless of the ability profile of pupils within the school. Of this group, two thirds must be identified for their academic ability - defined as ability in one or more subjects in the statutory curriculum other than art, music and PE, and up to one third may be “talented pupils” - defined as ability in art, music, PE, or any sport or the creative arts. Schools taking part in Excellence in Cities have struggled with this definition, but it has meant that **every school** has had to look closely at provision for the most able pupils, and this in itself has led to positive impact on provision for **all** pupils.

The major issue for schools is not necessarily defining ability very precisely and within narrow limits, but to ensure that there are opportunities for pupils to excel in a wide range of areas.

The information included in this document is intended to help schools think about the provision they are making for their more able pupils, **regardless of the terminology** they wish to use to define the group.

There is now general acknowledgement nationally that the most able have perhaps been "overlooked" in the last few years, but now there is a great deal of material produced to help schools. The purpose of this document is therefore to raise awareness of the issues that schools need to consider, and not to provide a wide range of information that can easily be accessed elsewhere. For this reason, a list of useful web sites and contacts is included at the end of the document.

Because schools may wish to reproduce some of this documentation, the enclosed disk may be useful.

W. M. Gibney
General Adviser
January 2003

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Section One

A Brief Look at Ability

The vast majority of researchers in recent years agree that ability is made up of a number of factors. A brief summary of the most recent theories is included in **Appendix 2**.

A high IQ does not necessarily translate into high achievement. Joan Freeman, who reported to Ofsted in 1998, states:

“The assumption that high IQ is essential for outstanding achievement is giving way to the recognition of the vital role of support and example, knowledge acquisition and personal attributes such as motivation, self-discipline, curiosity, and a drive for autonomy – all this being present at the right development time.”

Most teachers would acknowledge this to be the case.

Deborah Eyre, in her book “Able Children in Ordinary Schools” (1997) provides a useful overview of current research:

- ❖ Intelligence is more than a singular inherited IQ.
- ❖ It is impossible to test intelligence by the use of a single psychometric test so identification must include qualitative data.
- ❖ Intelligence is made up of a series of components and is multi-dimensional.
- ❖ A child’s ability is influenced by opportunities, support and motivation, and therefore the performance of children may vary as they move through school.
- ❖ Opportunities and support are vital to success and children need access to them both in home and school.
- ❖ Schools have a significant impact on the achievements of able children and any idea that the school does not need to pay attention to such pupils will lead to significant underachievement
- ❖ Able children need to work hard if they are to succeed. A school needs a culture that encourages hard work and which recognises and rewards achievement.
- ❖ Motivation is a significant factor in success. Above average pupils with strong personal motivation are likely to be as successful as pupils with outstanding ability but less motivation.
- ❖ Using a wide definition of ability, the numbers of children who might be described as “able” in some areas are significant and therefore all schools have some able pupils.

Section Two

Auditing Current Provision

The following questions may form a useful starting point for schools to audit current provision. There may be a considerable amount of work already being undertaken for more able pupils that just needs co-ordinating into a coherent framework.

A "Basic Audit" will establish whether:

- ❖ **there is a policy for gifted and talented pupils;**
- ❖ **the school brochure includes a statement on the school's approach to gifted and talented pupils;**
- ❖ **all curriculum policies contain statements concerning provision for gifted and talented pupils;**
- ❖ **there are systems for recognising the abilities of gifted and talented pupils and for monitoring their progress;**
- ❖ **there are procedures in place for involving parents in discussions and planning for pupils who are identified as being gifted and talented;**
- ❖ **the work of able pupils and their progress is discussed at staff meetings;**
- ❖ **there have been opportunities for staff to develop their understanding and skills in relation to teaching gifted and talented pupils;**
- ❖ **there is a person at senior management level responsible for co-ordinating the school's arrangements, advising staff and monitoring the progress of pupils; and**
- ❖ **governors are aware of the school's arrangements and are kept informed about the effectiveness of the school's provision.**



Section Three

Identification of Gifted and Talented Pupils

"Identification should not be confined only to pupils with all round ability but should recognise outstanding artistic and creative talent, physical skills, leadership qualities and the ability to process ideas and information. Research shows that while some able pupils stand out, there are some who are not identified by their teachers; some deliberately do not perform well in formal assessment in order not to appear different from their peers and there are those who respond to school work by day-dreaming, expressions of boredom, non-cooperation or the exhibition of behavioural difficulties".

David McIntosh, HMI "Exceptionally Able Pupils" - report to DfEE 1994

It is important for schools to use a variety of identification strategies, both formal and informal for their gifted and talented pupils as long as they are practical and can be applied flexibly. Schools need to ensure that their methods of identification do not disadvantage certain groups and regular review should take place in order to identify pupils who develop at a later stage or those who reach a plateau in their learning.

The identification process will be different in each school, depending on existing systems and local circumstances. Pupils who fit into this group are more likely to:

- ❖ think quickly and accurately;
- ❖ work systematically;
- ❖ generate creative working solutions;
- ❖ work flexibly, processing unfamiliar information and applying knowledge, experience and insight into unfamiliar situations;
- ❖ communicate their thoughts and ideas well;
- ❖ be determined, diligent and interested in uncovering patterns;
- ❖ achieve, or show potential, in a wide range of contexts;
- ❖ be particularly creative;
- ❖ show great sensitivity or empathy;
- ❖ demonstrate particular physical dexterity or skill;
- ❖ make sound judgements;
- ❖ be outstanding leaders or team members;
- ❖ be fascinated by, or passionate about, a particular subject or aspect of the curriculum; and
- ❖ demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work.

It is important to recognise that many able pupils underachieve. Their potential is masked by factors such as **frustration, low self esteem, lack of challenge, and low teacher/parent expectations**. To enable these pupils to fulfil their potential, it is vital to create a climate where every pupil has the opportunity to excel.

The following matrix may be helpful when considering the different methods of identification.

| METHOD | STRENGTHS | LIMITATIONS |
|---|--|--|
| National Curriculum Tests | Judged against school curriculum. Measure of longitudinal progress. | High levels of achievement dependent on access to appropriate curriculum opportunities. |
| Ability Profile Tests e.g. verbal and non-verbal reasoning tests | Useful screening procedure. Objective evaluation of performance on certain skills in comparison with others of similar age. Relatively inexpensive. | Only able to give information on the limited range of skills measured. Usually limited to measuring analytic skills and do not reward divergent thinking. May not identify pupils with different cultural/linguistic backgrounds or dyslexic pupils. Format may be daunting for some pupils. Less reliable at the extremes of the range. |
| National Curriculum Teacher Assessment | Based on clear criteria. Linked to the school curriculum. | High levels of achievement dependent on access to appropriate curriculum opportunities. Open to interpretation. |
| Teacher Nomination | Makes use of teacher's ongoing assessments of pupils. Closely linked to provision. Facilitates recognition of pupils' responses to teaching, levels of initiative and interest, lateral thinking and extent of high level problem solving. | Subjective if not undertaken against agreed criteria. Clearly linked to generality of practice. Relies on teaching approaches which are confident, challenging and flexible. |
| Classroom Observation | May help to confirm other assessments through systematic data collection based on agreed criteria. Assess child in familiar context doing familiar tasks. | Time consuming and therefore expensive. Can be subjective if not undertaken rigorously and unreliable unless undertaken over a period of time. |

| METHOD | STRENGTHS | LIMITATIONS |
|--|--|---|
| Examination of Pupil Work | Good measure of written outcomes. Helps refine teacher expectations through analysis of high quality work. | Can be subjective if not undertaken rigorously. Only measures achievement not potential. High performance reliant on good opportunities and high teacher expectation. Over reliance on written work can hide wider potential. |
| Subject Specific Checklist | Useful in assisting teachers to explore ability in their subject and thereby recognise those with high ability. Discussion generated in departments can serve to facilitate curriculum design. | A single checklist may not be relevant for each individual. Extensive lists can be unwieldy to manage and time consuming to administer. |
| Generic Checklists (like those examples on page 7 and 8) | Easily accessible. Simple to handle | Can run the risk of creating stereotypes. Too general to be useful in curriculum terms. Validity remains questionable. |
| Reading tests | Easily to administer. Reading competence gives some indication of likely exam performance. | Reading is a skill rather than an ability and high scores on reading tests are not a reliable indicator of cognitive ability. |
| Creativity tests | Measures abilities not normally assessed as part of school assessment. Offers divergent thinkers a chance to display their ability. | Time consuming to administer. Validity remains questionable. |
| Educational Psychologists | Invaluable in identifying high ability linked to complex issues e.g. areas of special educational needs. | Time consuming and expensive. Usually only necessary where pupils have special educational needs. |
| Parents and Peers | Intimate knowledge of the individual. Can take account of performance outside school environment. | Subjective, based on own experience and knowledge. |

Checklists such as the following two examples may be useful for consideration.

CHECKLIST FOR ABLE PUPILS (1)

It would be rare to find a child who manifested all of these characteristics. One would expect a more able child to show a greater cluster of them than other children. The items below are not in order of importance.

| | Applies always | Applies sometimes | Applies never |
|---|----------------|-------------------|---------------|
| <ul style="list-style-type: none"> • Exhibits capacity for rapid learning in their specific strength • Possesses extensive general knowledge • Has quick mastery and recall of information • Has exceptional curiosity • Shows good insight into cause-effect relationships • Asks many provocative searching questions • Easily grasps underlying principles and needs the minimum of explanation • Quickly makes generalisations • Listens only to part of the explanation • Jumps stages in learning • Leaps from the concrete to the abstract • Is a keen and alert observer • Sees greater significance in a story or film etc • When interested becomes absorbed for long periods • Is persistent in seeking task completion • Is more than usually interested in 'adult' problems such as religion, politics etc • Displays intellectual playfulness: fantasies, images, manipulates ideas • Is concerned to adapt and improve situations, objects, systems • Has a keen sense of humour; sees humour in the unusual • Appreciates verbal puns, cartoons, jokes etc • Criticises constructively • Is unwilling to accept authoritarian pronouncements without critical examination • Works at high speed mentally • Prefers to talk rather than write • Reluctant to practice skills already mastered • Reads rapidly and retains what is read • Has advanced understanding and use of language • Shows sensitivity • Shows empathy towards others • Sees the problem quickly and takes the initiative | | | |



CHECKLIST FOR ABLE PUPILS (2)

Bright child

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard

Answers the questions
Works in "top groups"

Listens with interest
Learns with ease
Takes six to eight repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Is technically adept
Is good at memorising
Enjoys straight forward sequential presentation
Is alert
Is pleased with own learning

Gifted learner

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet performs well in tests
Discusses in detail, elaborates
Level of ability "beyond the top groups"
Shows strong feelings and opinions
Already knows
Takes one or two repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Is an inventor rather than technician
Is good at guessing
Thrives on complexity
Is keenly observant
Is highly self critical

Section Four

Meeting the Needs of Gifted & Talented Pupils

The identification of gifted and talented must lead on to consideration of the provision that is made for this group. Detailed subject guidance can be found at <http://www.nc.uk.net/gt/> where there is also a large section on managing provision - for example, looking at enrichment, extension, acceleration, pupil groupings, supporting individuals in the community and arranging activities out of school.

The needs of the most able are most likely to be met where there is a commitment of governors and senior managers.

The organisation of the school, particularly in relation to grouping and timetabling, can have significant impact on opportunities for able pupils. The amount of time allocated to subjects and the length of lessons may also be issues.

When considering provision for gifted and talented pupils, it is important for schools to think about:

- ❖ **pupils' on going educational diet;**
- ❖ **the relationship between in-class and out-of-class provision; and**
- ❖ **study support more generally.**

North East Lincolnshire LEA is the authority responsible for admissions to schools and transfer to secondary schools normally takes place at the age of eleven, after the statutory tests at the end of Key Stage 2. Therefore the practice of acceleration to a higher year group in primary schools could cause problems in Year 6.

There is a great deal of debate about acceleration to higher year groups, especially in view of the nature of intelligence and the way in which the development of abilities varies. However, "accelerated learning" does not necessarily involve this practice. Individual schools must make decisions about provision for their more able pupils after considering the range of possibilities available to cater for individual needs and learning styles.

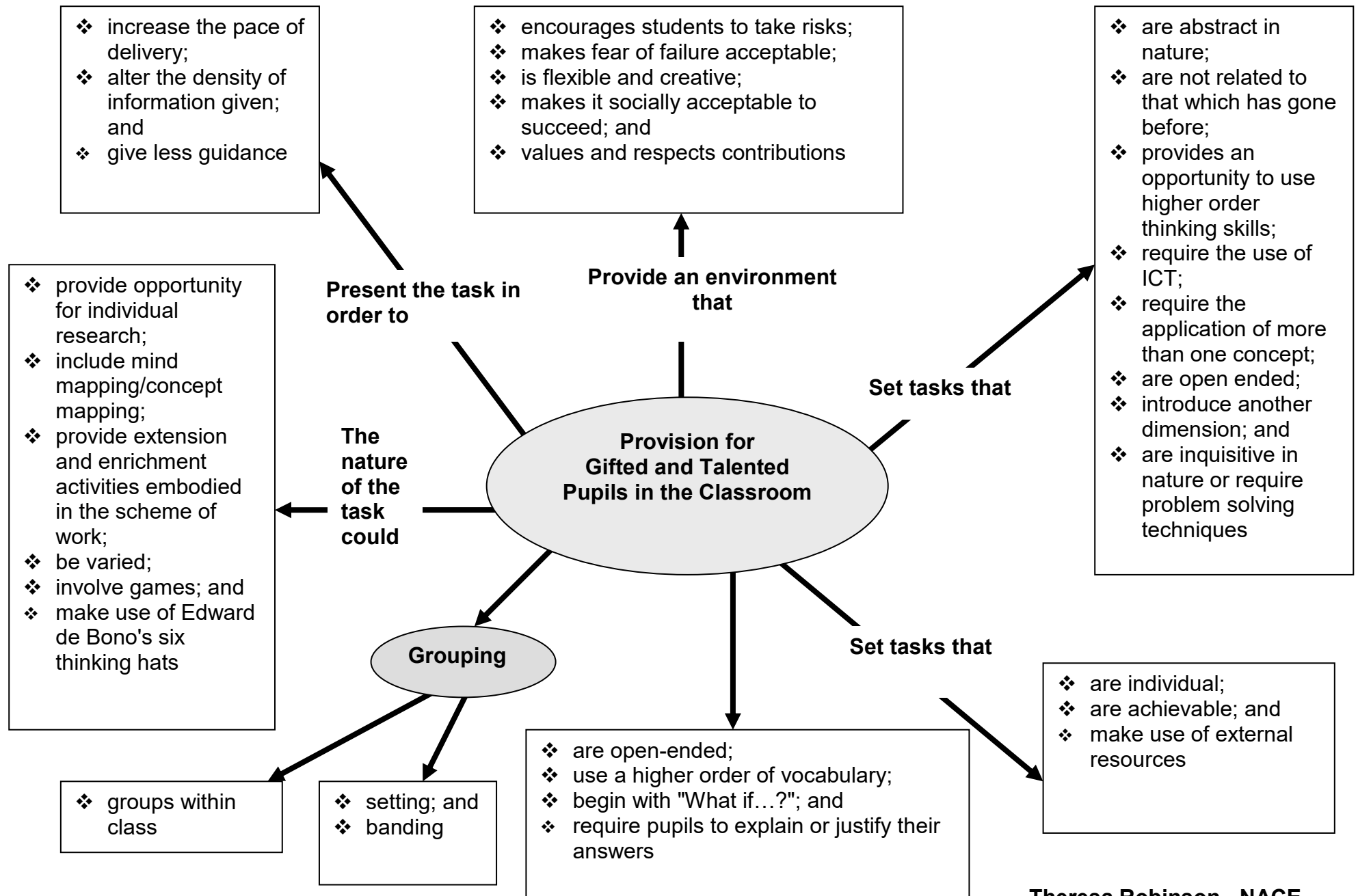
Arrangements for the gifted and talented should be embedded in the school's policies on inclusion and curriculum entitlement for **all** pupils.



Key Principles for Teaching Gifted and Talented Pupils

- ❖ Tasks should not be too tightly prescribed - the able pupil needs to develop the work.
- ❖ For at least a reasonable proportion of the week there needs to be real pace. The able pupil should be working with urgency, completing the large volume of work (in quality terms rather than just quantity) of which he or she is capable. Thus there should be "**differentiation by pace**".
- ❖ A great variety of sources gives opportunity for assignments to be taken along different routes. Chris Dickinson in 'Effective Learning Activities', (*Network Educational Press, 1996*), discusses many ways of organising sources and calls this "**differentiation by resources**".
- ❖ Able pupils should be taken to the limits of their ability and at the cutting edge of learning. Their education should not be too safe or protected.
- ❖ The same starting-point for various pupils is fine in many cases, providing that a good proportion of the tasks set are **open-ended and allow individuality of response**. "**Differentiation by outcome**" should not mean that able pupils are expected to do "more of the same".
- ❖ Overdirection within teaching should be avoided but the teacher must retain the key role of managing the classroom for the benefit of all pupils. The teacher's input may well be of a changed nature to allow "**differentiation by support**" - a method based upon the notion that some pupils need more help than others to complete the work set.
- ❖ There may also be "**differentiation by dialogue**" - using different levels of vocabulary and complexity of language for different children.
- ❖ There needs to be a heavy emphasis upon the higher order thinking skills such as prediction and hypothesis. A taxonomy such as Bloom's (**Appendix 3**) may be useful to develop a battery of appropriate words to promote - speculate, infer, imagine, judge, contrast, dissect, distinguish, predict, hypothesise, categorise, create, etc.
- ❖ "**Differentiation by input**", either through instructions by which only the able pupils reach the later tasks, or the establishment of complete exercises which are designed to be difficult and are only placed in front of the most able.

"Effective Provision for Able & Talented Children" Barry Teale 2000



Section Five

Developing a Whole School Policy

The aim of a whole school policy should be for provision for the gifted and talented pupils to be an integral part of on going teaching and learning. At an early stage, schools will need to decide the form of the policy and how it will relate to other policies. Some schools may choose to develop a whole school gifted and talented policy, while others incorporate discrete statements about gifted and talented pupils within policies for particular subjects and aspects of the curriculum. Other schools may wish to incorporate the gifted and talented policy into their whole school policy on teaching and learning.

A useful starting point is to audit the extent to which the school's values, aims and existing policies, support its provision for gifted and talented pupils.

The following framework provides an overview of what to include in a policy for gifted and talented pupils.

1. General Rationale

- ❖ Why such a policy is needed? (See National Curriculum values and aims).
- ❖ How does the policy relate to the school's aims and values?
- ❖ What does this school aim to provide for its gifted and talented pupils?

2. Definitions

- ❖ Categories in which gifted and talented pupils may be found.

3. Identification

- ❖ Who are the pupils?
- ❖ How does the school recognise them?
- ❖ What are the pupils' needs?

4. Provision

Provision in lessons

- ❖ Developing an effective learning environment.
- ❖ Appropriate learning, differentiated by objectives and expectations.
- ❖ The importance of questioning.
- ❖ The role of assessment.

Out of class activities

- ❖ Activities beyond the classroom particularly with gifted and talented pupils in mind.
- ❖ Collaboration with other agencies.

5. Organisational Issues

- ❖ Principles guiding planning.
- ❖ Roles and Responsibilities.

6. Transition and Transfer

7. Resources

- ❖ Working with older pupils?
- ❖ Withdrawal groups?
- ❖ Provision for exceptional pupils?

8. In class approach

- ❖ Enrichment/extension.
- ❖ Working with others of like ability.
- ❖ Differentiation.
- ❖ Challenge within subjects areas.

9. Out of class activities

- ❖ Enrichment opportunities.
- ❖ School clubs.
- ❖ Musical and sporting opportunities.

10. Responsibility for coordinating and methods for monitoring progress

- ❖ The name of the co-ordinator for gifted and talented pupils.
- ❖ Details of the co-ordinator's role and responsibilities in relation to the gifted and talented.
- ❖ details of methods for tracking progress.

11. Monitoring and evaluation

- ❖ Details of how provision will be monitored.
- ❖ Reporting arrangements to governors and others.



Section Six

The Role of the Co-ordinator for Gifted and Talented Pupils

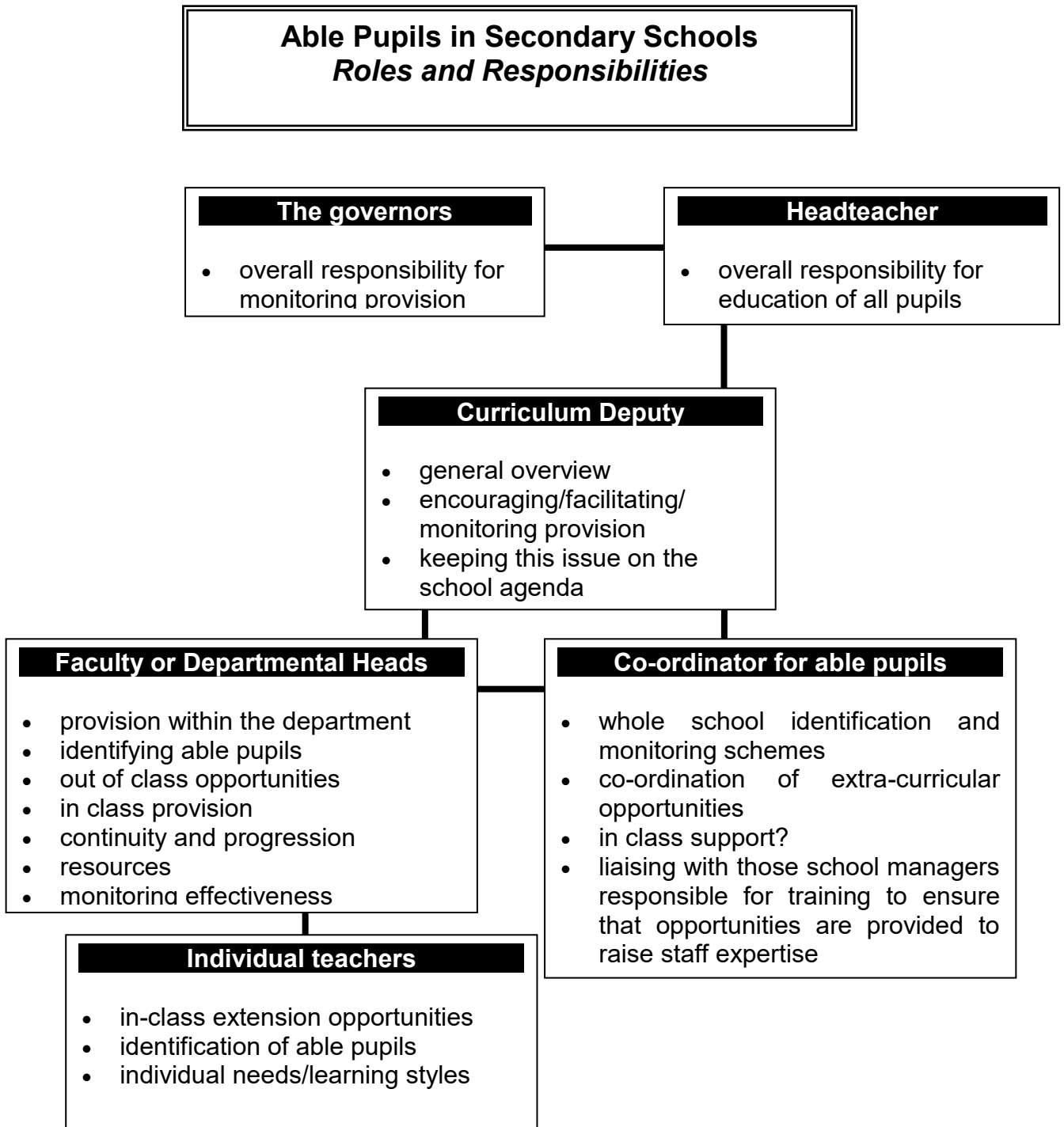
In view of the importance of this area, all schools should consider the appointment of a co-ordinator for gifted and talented pupils.

The job descriptions for curriculum leaders (including the gifted and talented co-ordinator) should specify an appropriate distribution of responsibilities for meeting the needs of gifted and talented pupils. The co-ordination of roles and their relationship to the curriculum and pastoral leadership should be explicitly set down and made known to all staff and parents.

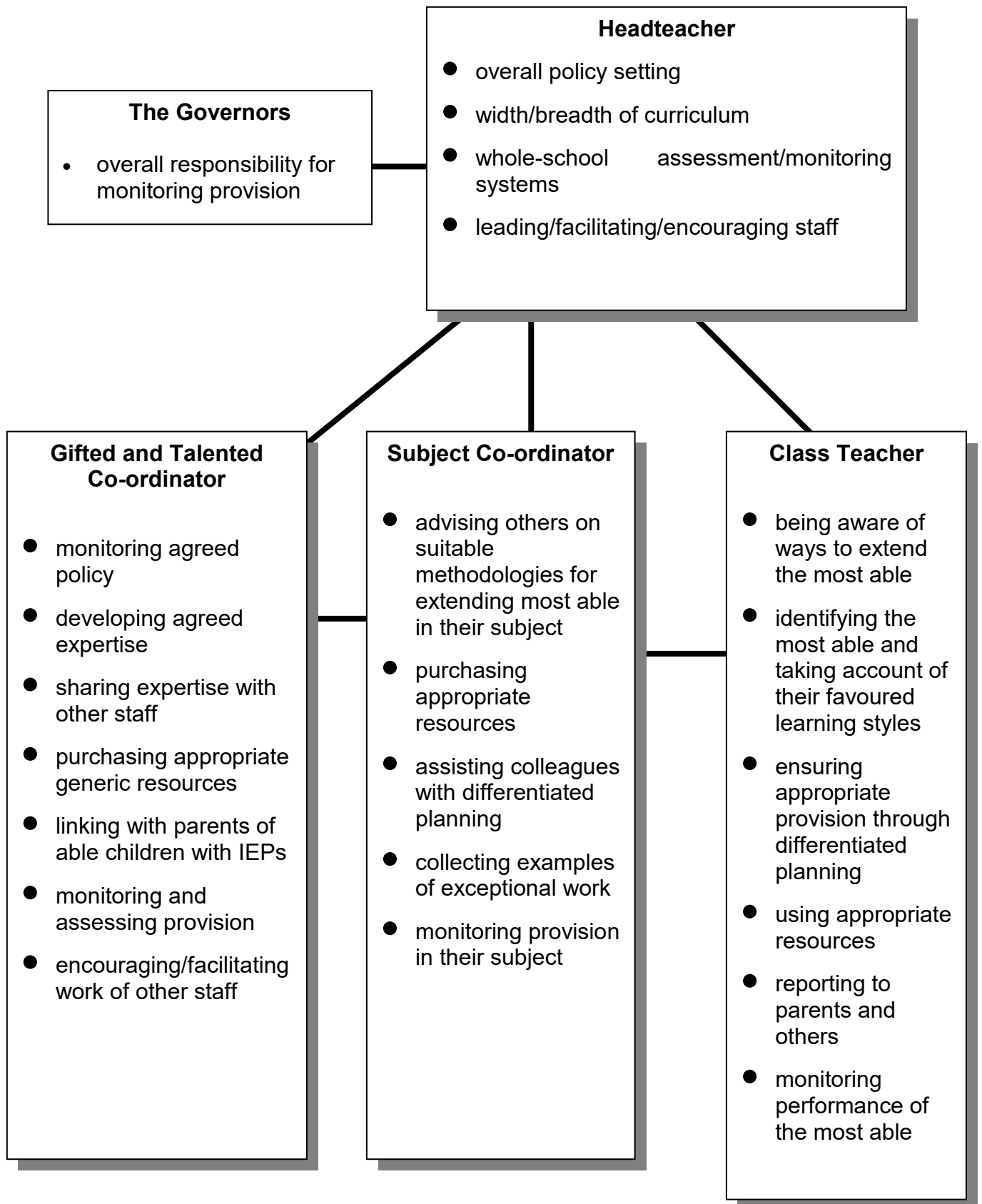
The key responsibilities of the gifted and talented co-ordinator are summarised below:

- ❖ to draw up /revise the school's policy for gifted and talented pupils after full consultation with all interested parties;
- ❖ to become familiar with the range of strategies for identifying different types of ability and to support colleagues in applying them;
- ❖ to increase colleagues' awareness of the needs of gifted and talented pupils;
- ❖ to liaise with the school's staff development co-ordinator to ensure that all staff have access to appropriate training and development opportunities in the identification of, and support for, gifted and talented pupils;
- ❖ to liaise with curriculum co-ordinators and heads of department to ensure that provision is in place and to assist in revising subject policies;
- ❖ to monitor the progress and welfare of gifted and talented pupils;
- ❖ to promote extra-curricular activities and the involvement of the wider community in special events;
- ❖ to foster good home-school liaison;
- ❖ to establish and develop effective links with feeder and receiving schools to ensure the easy transfer of relevant information;
- ❖ to support the development of resources that enhance learning and encourage independence, liaising with outside agencies and the LEA; and
- ❖ to report regularly to the headteacher, senior management team and governing body.

A Possible Model of Organisation in a Secondary School



Able Pupils in Primary School - Roles and Responsibilities



Section Seven

A Checklist for Headteachers and Senior Managers

- ❖ All staff have an awareness of the key issues in the education of gifted and talented pupils.
- ❖ Staff and governors have received training on the education of gifted and talented pupils.
- ❖ The school has someone with co-ordinating responsibility for gifted and talented pupils.
- ❖ Systems exist for tracking individuals.
- ❖ Gifted and talented pupils are mentioned in the school prospectus.
- ❖ Gifted and talented pupils are mentioned in subject policies.
- ❖ A school policy for gifted and talented pupils exists.
- ❖ Staff development and deployment shows awareness of gifted and talented issues.
- ❖ An element of the budget recognises the needs of gifted and talented pupils.
- ❖ Extension opportunities exist in medium and short term planning.
- ❖ Systems exist to facilitate the identification of particular abilities.
- ❖ Work from gifted and talented pupils is discussed at staff meetings from time to time.
- ❖ A portfolio of outstanding work exists.
- ❖ Whole school opportunities are reviewed to ensure breadth and balance.
- ❖ Achievement is recognised and rewarded.



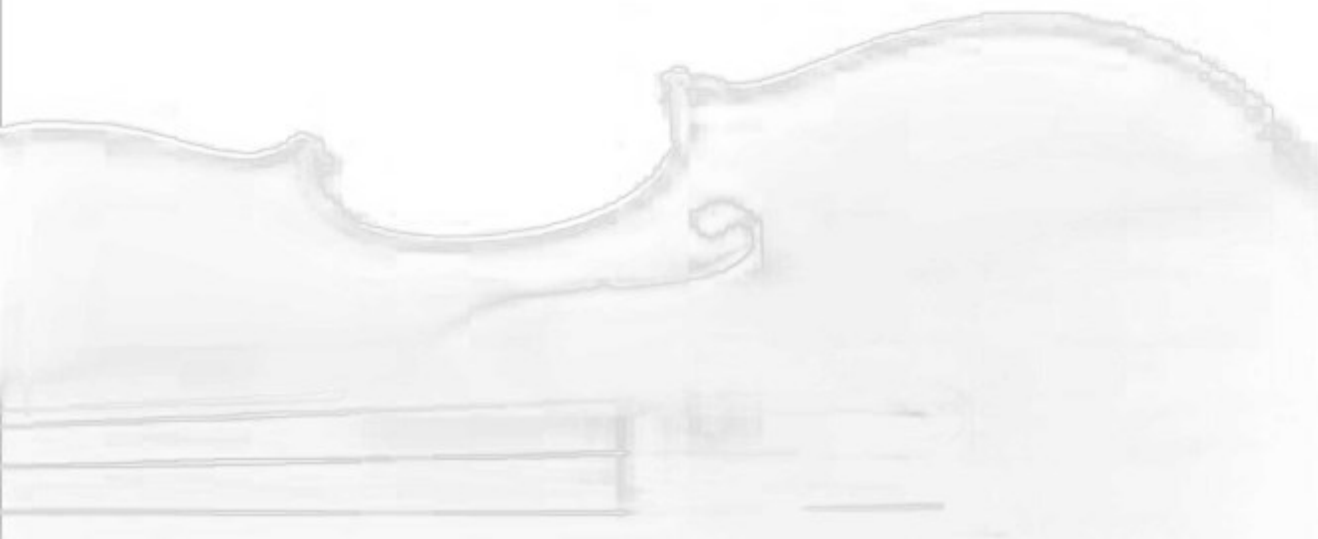
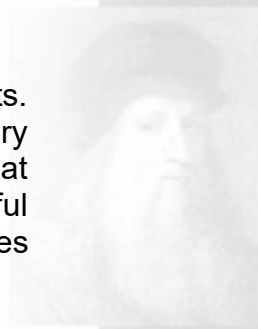
Section Eight

Parents and Governors

The governing body may find it useful to nominate a governor to liaise with the gifted and talented co-ordinator and to oversee the school's provision.

Schools need a clear policy on the approach they take with parents. Once pupils have been identified as “gifted and talented”, perhaps very early in their school career, how does a school deal with the fact that at later stage, they may not be outstanding? Issues like this need careful consideration in view of the sensitivities around the issues. If procedures are transparent and clear to all parties, this should not be a problem.

Sharing information with parents and carers is an important part of a school's provision for gifted and talented pupils. Parents can also seek advice from the LEA.



Section Nine

Gifted and Talented Pupils with Special Educational Needs

It is important to recognise that some pupils with physical, medical, emotional or other special educational needs may also have considerable abilities or talents which may be underestimated in using conventional testing methods.

Therefore, it is important to remember that the assessment and information gathering process is crucial in identifying particular strengths as well as weaknesses. Where a pupil's intellectual ability is not impaired, an alternative means of accessing the curriculum has to be found (e.g. Braille, radio aids, IT, tape recorder etc) in order for the pupil to realise their full potential.

Specific disorders can mask underlying ability - for example:

- ❖ specific learning difficulty/dyslexia where articulate and intelligent pupils may produce very poor written work;
- ❖ autistic spectrum disorders where pupils may be extremely gifted in one particular area e.g. art, maths, music;
- ❖ severely physically disabled pupils may be very agile mentally;
- ❖ visual and/or hearing impairment do not in themselves limit intellectual capacity; and
- ❖ emotional and behavioural difficulties such as poor behaviour may mask the true potential of the pupil.

For pupils with physical or sensory impairment a wide range of specialist staff and equipment, including computer technology and software, and where necessary, individual classroom support greatly enhance the opportunities for able pupils with special needs to display their talents.



Section Ten

Able Underachievers

Some able pupils may underachieve deliberately for a variety of reasons. Some may exhibit disruptive behaviour. Others may lack confidence socially, emotionally or in their own ability.

Some possible indicators of underachievement:

- ❖ day dreaming;
- ❖ boredom and restlessness, but flashes of brilliance when interested;
- ❖ high quality oral work but poor quality written work;
- ❖ poor performance in tests;
- ❖ deterioration in standard of work over time;
- ❖ dislike of routine work/unfinished routine work;
- ❖ deliberate underachievement;
- ❖ aspirations low compared to ability;
- ❖ disruptive behaviour;
- ❖ hostility;
- ❖ preferring to mix with older pupils or adults;
- ❖ low self-esteem;
- ❖ overly self-critical;
- ❖ critical of others; and
- ❖ uncooperative in group work.



What can schools do to help reduce underachievement?

- ❖ Recognise that pupils have different learning styles and ensure that planning allows for this.
- ❖ Increase challenge in work.
- ❖ Give more opportunities for pupils to demonstrate their learning.
- ❖ Encourage, and talk to, parents who may not understand/support their able child at home.
- ❖ Encourage a positive culture of achievement among pupils/teachers within school.
- ❖ Recognise that for some able pupils peer pressure, fear of teasing or bullying as well as self-consciousness about their ability, may affect their performance and they will require a sensitive but positive approach.
- ❖ Use a range of identification strategies within school.
- ❖ Be open to recognise unusual abilities.
- ❖ Recognise that non-conformity may not necessarily be equated with disruptive behaviour. In some instances it may indicate a divergent or creative thinker.



Section Eleven

Transfer and Transition

It is essential that schools have effective recording and communication systems in place to ensure that at the start of each year, pupils are moving forward and are not "coasting" or "backtracking" unnecessarily. Gifted and talented pupils may become bored and disinterested if they have to repeat previous work.

As well as information about test results, the DFES recommends that information shared at the point of transfer should include details of a pupil's:

- ❖ preferred learning styles;
- ❖ particular strengths and weaknesses;
- ❖ displays of resourcefulness and initiative;
- ❖ work covered; and
- ❖ targets for further development.

The web site <http://www.nc.uk.net/gt/> has further information to assist schools in transfer arrangements at each phase.

Appendix 1
Basic Audit of Current Provision for Gifted and Talented Pupils

Name of School _____

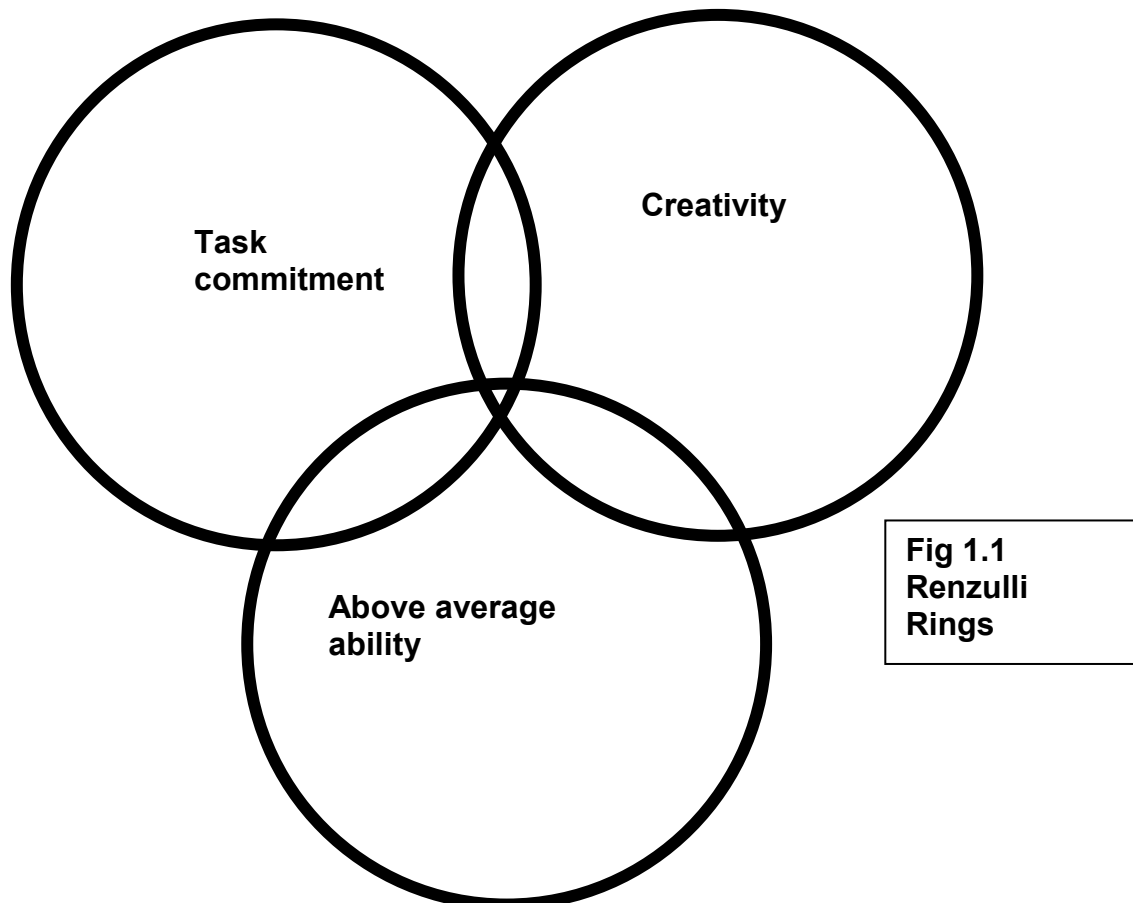
| Area | Fully Developed | Partially developed | Not Yet in Place |
|--|------------------------|----------------------------|-------------------------|
| There is a policy for gifted and talented pupils | | | |
| The school brochure includes a statement on the school's approach to gifted and talented pupils | | | |
| All curriculum policies contain statements concerning provision for gifted and talented pupils | | | |
| There are systems for recognising the abilities of gifted and talented pupils and for monitoring their progress | | | |
| There are procedures in place for involving parents in discussions and planning for pupils who are identified as being gifted and talented | | | |

| Area | Fully Developed | Partially developed | Not Yet in Place |
|--|------------------------|----------------------------|-------------------------|
| The work of able pupils and their progress is discussed at staff meetings | | | |
| There have been opportunities for staff to develop their understanding and skills in relation to teaching gifted and talented pupils | | | |
| There is a person at senior management level responsible for co-ordinating the school's arrangements, advising staff and monitoring the progress of pupils | | | |
| Governors are aware of the school's arrangements and are kept informed about the effectiveness of the school's provision. | | | |
| The school has study support in place for gifted and talented pupils | | | |
| <i>Other areas?</i> | | | |
| | | | |
| | | | |

Appendix Two

A summary of recent research into ability and "giftedness"

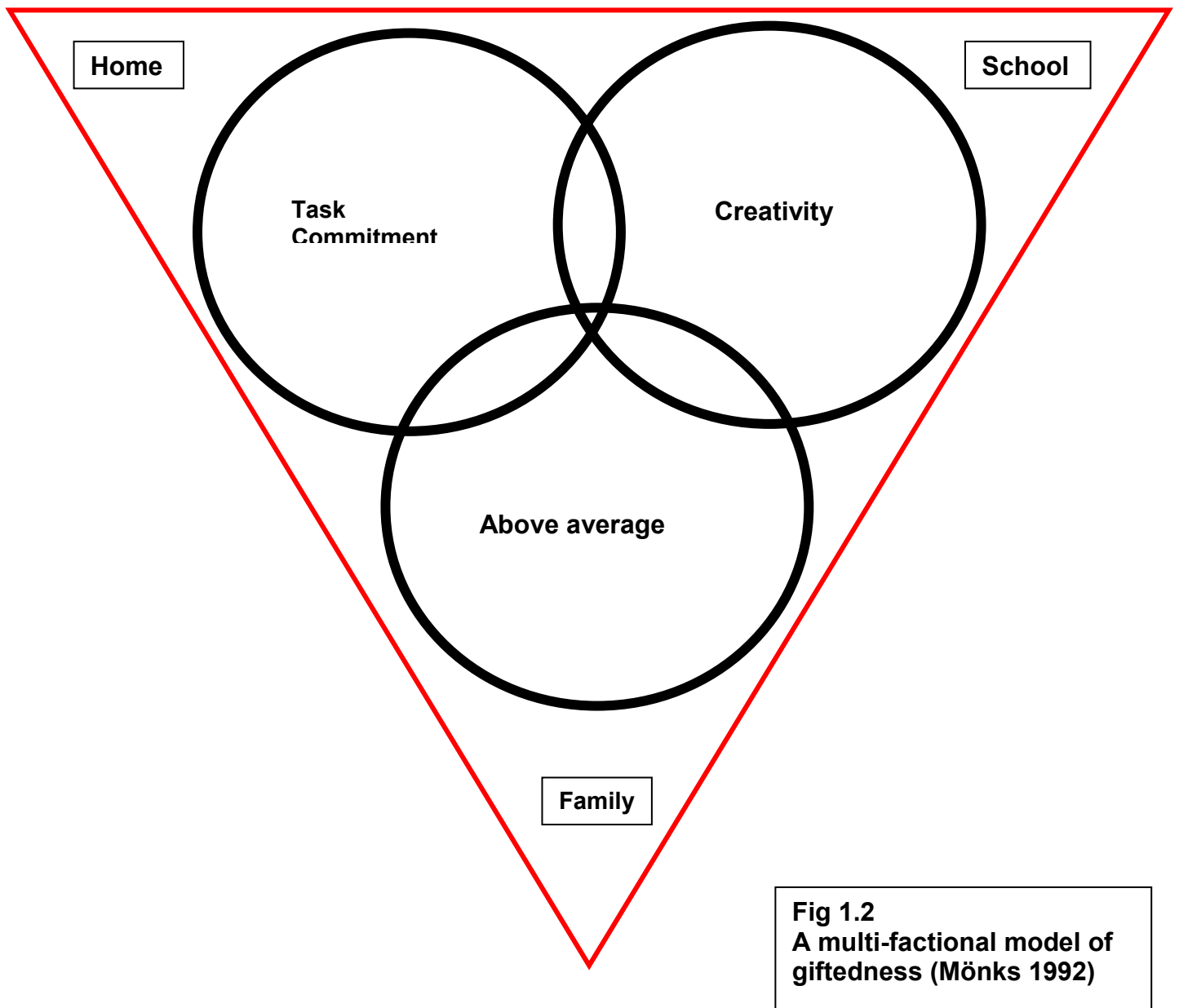
Renzulli (1997), defined "giftedness" more widely by suggesting that it included not only ability and creativity but also task commitment. (Fig 1.1)
The "Renzulli Rings" were the outcome of his research.



Sternberg (1985) put forward his “triarchic theory”, which has analytical, c

reative and practical elements. (**Mönks 1992, Fig 1.2**),

Gagné (1994 Fig 1.3) and others have added the influence of home, school and peers, along with the elements of opportunity and support which seems to be so influential in converting potential into achievement.



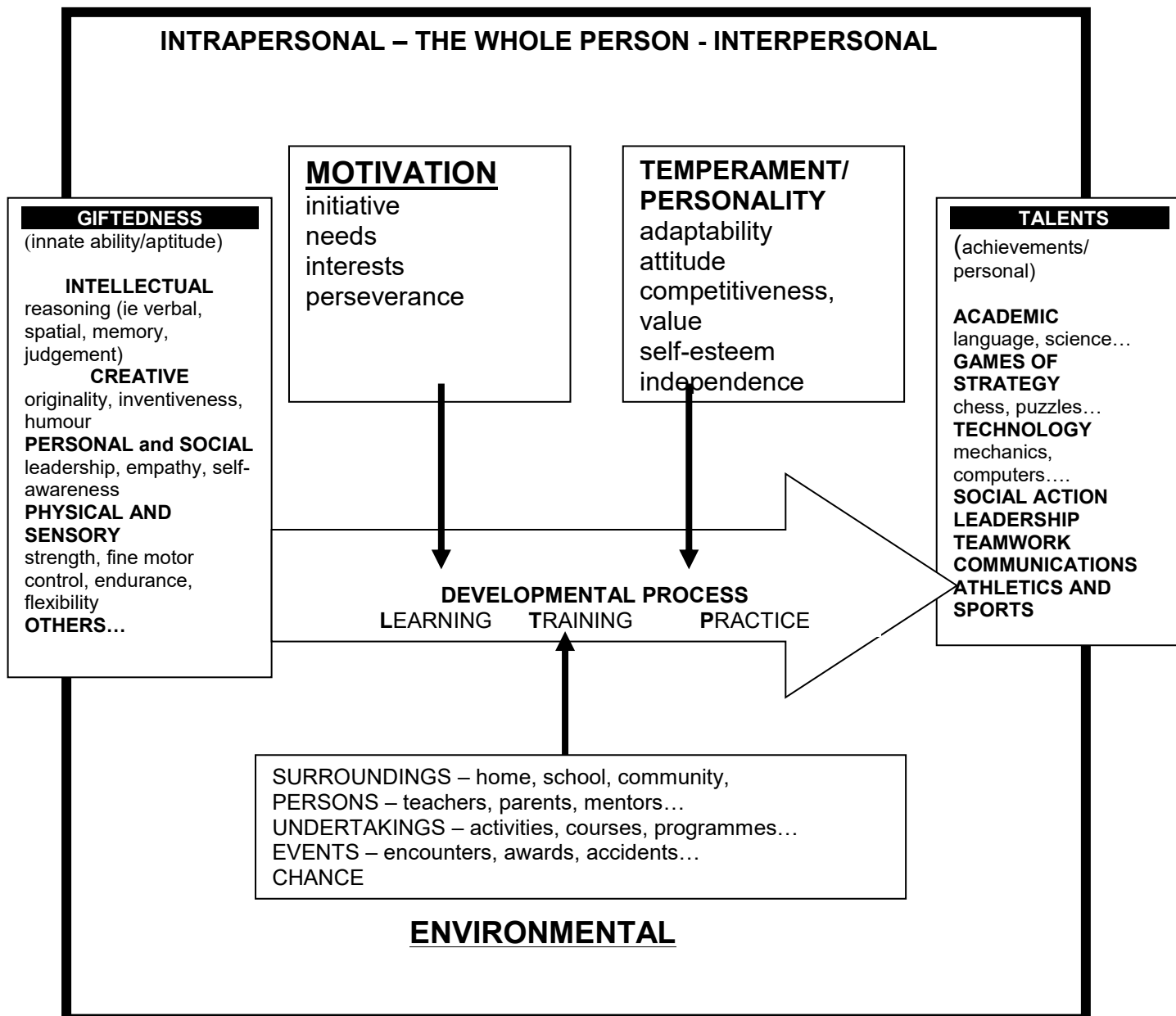


Fig 1.3 Gagnés modified model for more able and exceptionally able

Finally, the work of Gardner in 1983, is probably the most widely known for his theory of "Multiple Intelligences".

A child may be able in any one or combination of these:

1. **Linguistic or Verbal** - can speak or write well; learns well from reading, writing, listening, researching;
2. **Visual - Spatial** - able to draw, copy, paint, work with images, is observant, colour-sensitive, a good estimator;
3. **Logical – Mathematical** - able to reason, calculate, keep logic going, is precise, likes mental problems;
4. **Musical** - able to sing/play/compose music, or able to appreciate/hear different parts, make up songs/raps/chants, keeps rhythm;
5. **Bodily – Kinaesthetic** - able to use hands well, good at physical activity, good dancer/actor/mimic;
6. **Interpersonal(social)** - relates well to others, works well in teams, helps others, can manipulate others, popular, sensitive to others reactions;
7. **Intrapersonal(self-knowledge)** - thinks a lot, aware of self, can "see" situations clearly, self-motivated, often "different", honest with self; and

Naturalistic - Shows appreciation/understanding of flora & fauna.



Appendix Three Bloom's Taxonomy

| LEVELS OF THINKING | THOUGHT PROCESSES | INCREASED DEMAND |
|---------------------------|---|---|
| 1. KNOWLEDGE | Recall of facts, figures, information | Greater range of information, more complex/specialised facts and information |
| 2. COMPREHENSION | Understanding, interpreting, comparing, contrasting, ordering | Deeper levels of understanding, more examples, examples in different contexts |
| 3. APPLICATION | Using/applying knowledge, methods, concepts in a given context, applying methods, concepts, solving problems, selecting and using relevant skills and knowledge | Generalising knowledge, methods, concepts to different contexts, or to solve more complex problems |
| 4. ANALYSIS | Seeing patterns, organisation of different components, recognising hidden meanings, comparing, contrasting, connecting, selecting, inferring | Analysing, comparing, contrasting a greater range of information or variables, using more specialised knowledge or methodology |
| 5. SYNTHESIS | Pulling together knowledge from different areas, using previous knowledge/ideas to generate new ones, predicting, concluding, summarising | Relating unusual areas of knowledge, seeing complex connections, identifying the main points in complex arguments, working with ideas which have no clear answers |
| 6. EVALUATION | Comparing and contrasting, discriminating between ideas and methodologies, assessing relative values, making choices based on reasoned argument, verifying, judging, recommending | Working with more complex ideas and arguments, evaluating for different contexts, needs and audiences, presenting alternatives |

Appendix Four

Where to go for help?

Because of the recent national interest in gifted and talented pupils, there is now a great deal of information available on from the DFES on a whole range of issues.

Probably the most comprehensive web site for schools for gifted and talented pupils is www.nc.uk.net/gt

This web site not only provides extensive guidance on teaching gifted and talented pupils, but also has links to subject guidance.

Other useful web-sites are:

<http://www.standards.dfee.gov.uk/> (General "search area")

<http://www.ofsted.gov.uk/> (Links to publications)

<http://www.nc.uk.net/home.html> (Subject guidance)

<http://www.nace.co.uk/> (National Association for Able Children in Education)

<http://www.nagcbrtain.org.uk/> (National Association for Gifted Children)

<http://www.gifted.uconn.edu/parentws.html> (Useful links for parents)

<http://www.worldclassarena.org> (World Class Tests)

<http://www.discover.arizona.edu> (Research project in schools based on Gardner's theory of Multiple Intelligences)

<http://xcalibre.ac.uk/udev/index.html> (A new DFES initiative targeted at the gifted and talented)

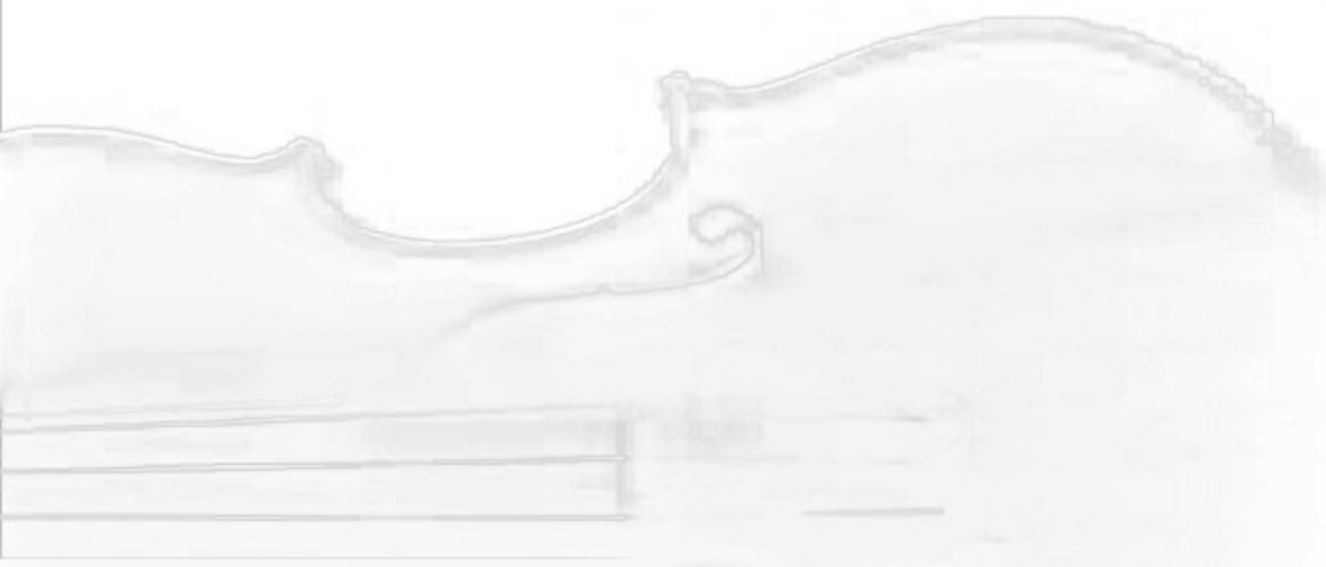
<http://www.edwdebono.com> (Edward de Bono official web site - "Six Thinking Hats" material for purchase)

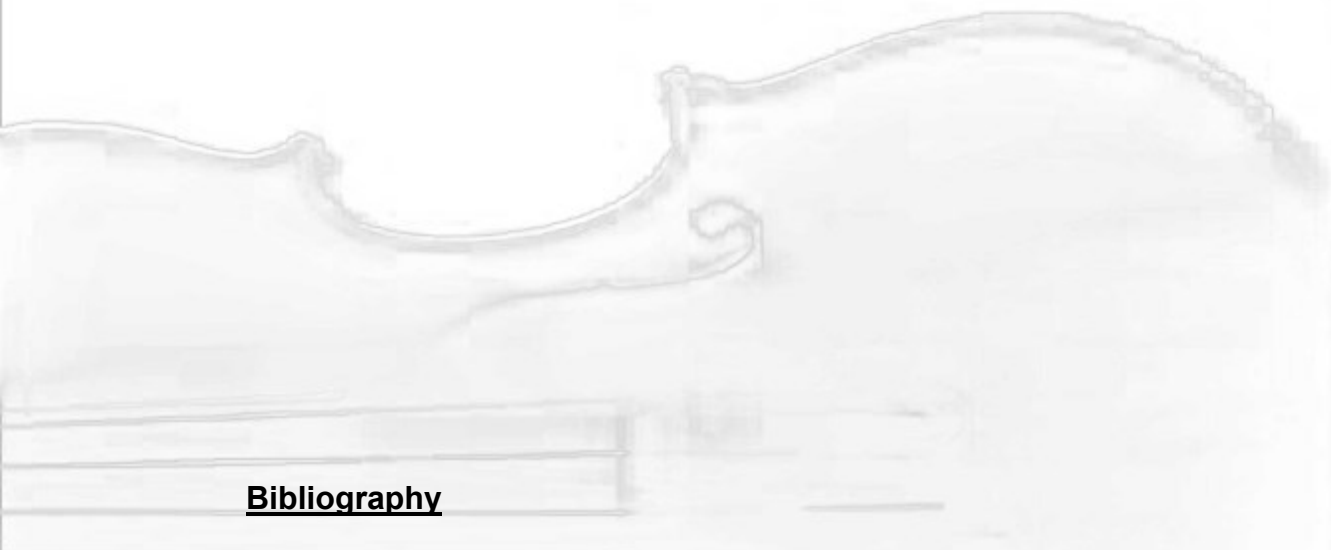
It is also well worth contacting the following organisations:

**NACE (The National Association for Able Children in Education)
Arnolds Way
Oxford
OX2 9FR
Telephone 01865 861879
Email: info@nace.co.uk**

NAGC (National Association for Gifted Children)
Elder House
Milton Keynes
MK9 1LR
Telephone 01908 673677 (Parent and Child Support Group)

In addition to services to schools, NAGC is a very useful contact for parents.





Bibliography